



# Calgary French & International School



## Annual Education Results Report 2023-24

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### Accountability Statement

The Annual Education Results Report for the Calgary French & International School (CFIS) Society for the 2023-24 school year was prepared under the direction of the CFIS Society's Board of Governors, in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The CFIS Society Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023-24 was approved by the CFIS Society Board on November 20<sup>th</sup>, 2024.

Kate Bilson  
Chair, CFIS Society

## Message from the CFIS Society's Board of Governors

Calgary French & International School (CFIS) is a vibrant and dynamic independent school that offers a full French immersion education to students in junior preschool through to Grade 12. In the 2023-24 school year, CFIS was overseen by a Board of Governors, of whom all but one were current parents of students attending the school. The Board collectively determines the school's mission and vision, oversees the strategic plan, fulfills fiscal oversight responsibilities, creates and reviews governance policies, employs the Head of School, and monitors and measures the Head's performance. In short, the Board focuses on a combination of strategic and governance matters.

During the 2023-24 school year, there were six standing Board committees – Academic, Advancement, Executive, Finance & Audit, Governance, and Strategic Planning - and five ad hoc Board committees - Communications, Nomination, Risk Management Review and Strategic Financial Planning, and the Equity, Diversity, Inclusion and Accessibility (EDIA) Steering. Together, the work of the above committees, combined with the work of the Board as a whole, served to ensure that the overarching responsibilities of the Board were fulfilled.

The school's Board of Governors is very proud of the bright and eager young learners, dedicated and talented faculty, and enthusiastic, committed staff who together comprise this exceptional school. We are also very appreciative of the school's senior leadership team, especially Head of School Mme Nicola Abrioux-Camirand.

CFIS holds a place of prominence on the local and national independent school landscapes, and has a well-earned reputation in the world of education as a vibrant and progressive school with a first-class educational program and exceptionally strong language programming. As this document will show, CFIS's unique educational model consistently develops well-rounded, fluently multilingual young global citizens who recognize the importance of cultural peace and understanding.

Kate Bilson  
Chair, CFIS Society

## Profile of CFIS

CFIS is a co-educational private day school on a 14-acre campus in Calgary's west southwest. In the 2023-24 school year, CFIS educated 725 students in three divisions: 134 students in Early Childhood Education (junior preschool to Kindergarten), 300 students in Elementary (Grades 1 to 5), and 291 students in Secondary (Grades 6 to 12).

CFIS is widely recognized as Western Canada's top French language immersion independent school. It is accredited by Alberta Education, and a proud member of Canadian Accredited Independent Schools (CAIS). It is also one of Calgary's oldest private schools, having been founded in 1969 (as the Calgary French School). In 2003, the school moved into its new, 120,000-square-foot facility, added "International" to its name, and began to expand its programming to include junior and senior high.



CFIS's enriched academic program is taught in a caring, dynamic, and supportive full French immersion learning environment. Classes have a global focus, centering on the United Nations Educational, Scientific and Cultural Organization (UNESCO) four pillars of learning in the younger grades, and Round Square IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service) in the Secondary Division. In the higher grades, CFIS's international focus extends to encompass experiential learning opportunities across Canada as well as around the globe, including group travel as well as group and individual student exchanges.

CFIS follows both the Alberta Curriculum and the International Baccalaureate (IB) Programme.

CFIS is an authorized IB Primary Years Program provider, beginning at the age of three, is a candidate school for the IB Middle Years Programme, beginning in Grade 6. Beginning in Grade 11, students are provided with the opportunity to complete the bilingual IB Diploma or certificates, in addition to completing Alberta Education courses.

All CFIS students are encouraged by faculty, staff, and their parents to develop their intellectual, physical and creative potentials to become caring and self-reliant young citizens who have a solid foundation for life-long success.

## CFIS's Mission, Vision, Values, and Strategic Priorities

**Mission** CFIS develops each student's individual and academic potential through full French immersion, an international focus, and the development of the whole student in a rich and dynamic learning environment.

**Vision** CFIS graduates will be active global citizens with a foundation for life-long success, and our school will be the leader in French immersion and international education.

**Values** At CFIS, we value:

- Each student's unique potential
- The highest quality French language skills and academics
- Creative, innovative and critical thinking
- Development of the whole student by engagement in sports and the fine arts
- The school community of involved parents and students and the highest quality, committed faculty and staff
- Openness, inquisitiveness, and understanding of our community and the world beyond our experience
- Leadership development and opportunities to lead at every age
- Global focus, cultural diversity, and international perspectives
- Mutual respect and self-respect
- Ethical, responsible citizenship

### **Strategic Priorities (2023-28)**

Priority 1: Grow vibrant school divisions within full French immersion and international contexts.

Priority 2: Engage our diverse community.

Priority 3: Value and celebrate our staff.

Priority 4: Strengthen our financial health.

Priority 5: Enhance and communicate our brand and value proposition.

## Assurance Measures: Overall Summary

### Alberta Education Assurance Measures (AEAMs)

Assurance Domain	Measure	Calgary French & Int'l School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	88.4	88.3	88.4	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	87.0	84.9	87.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	96.2	96.0	96.6	80.4	80.7	82.4	Very High	Maintained	Excellent
	<a href="#">5-year High School Completion</a>	100.0	88.3	94.2	88.1	88.6	87.3	Very High	Improved	Excellent
	<a href="#">PAT6: Acceptable</a>	n/a	92.4	92.4	n/a	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	37.9	37.9	n/a	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	94.8	94.8	n/a	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	61.5	61.5	n/a	15.5	15.5	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Acceptable</a>	n/a	95.0	95.0	n/a	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	34.5	34.5	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.4	92.6	92.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	89.8	89.1	90.1	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	86.0	86.3	86.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	84.9	81.2	81.4	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

The Alberta Education Assurance (AEA) survey is provided annually to all public and separate school students in Grades 4, 7, and 10, as well as their parents and guardians and teachers.

10% of CFIS' parents and guardians ("parents"), 75% teachers and 91% students in Grades 4, 7 and 10 completed the AEA survey.

The combined "parent" (parent and guardian), student, and teacher results from the January 2024 AEA surveys inform the above "current results" for the following AEAMs: Student Learning Engagement; Citizenship; Education Quality; Welcoming, Caring, Respectful and Safe Learning Environments; Access to Supports and Services; and Parental Involvement.

CFIS's results for the above-referenced AEAMs continue to be very strong. Because the school's results are traditionally very strong, any decrease from the previous years can result in a "declined" or "declined significantly" improvement rating.

In addition to the AEA survey, in November 2023, all CFIS parents, students and employees were invited to complete a CFIS survey - 35% parents, 91% students and 75% employees completed the CFIS survey. The results from the CFIS November 2023 survey were also used to prepare this AERR report.

- 96% of parents are satisfied with the academic program provided by CFIS.
  - 48% Excellent, 39% Good, 9% Fair.
- 97% of parents are satisfied with the co-curricular and extra-curricular activities.
  - 39% Excellence, 45% Good, 13% Fair
- 97% of parents believe that the CFIS' environment is safe and warm.
  - 54% Excellence, 35% Good, 8% Fair



**Assurance Domain: Student Growth and Achievement**

**CFIS’s Student Growth and Achievement Outcome**

Each CFIS student’s unique potential will continue to be realized and encouraged, both academically and holistically. CFIS’s values will continue to be promoted to students.

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

	Calgary French & Int'l School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	546	89.8	548	88.4	485	88.3	525	88.4	n/a	Maintained	n/a
Parent	n/a	n/a	94	96.8	106	94.6	60	95.0	83	93.5	n/a	Maintained	n/a
Student	n/a	n/a	389	77.0	382	77.3	367	76.4	380	76.5	n/a	Maintained	n/a
Teacher	n/a	n/a	63	95.7	60	93.3	58	93.6	62	95.1	n/a	Maintained	n/a



For over a decade, CFIS has proudly pursued its mission to develop each student’s academic, individual, and creative potential within a rich, dynamic, and academically rigorous learning environment. Through full French immersion and an international focus, our students are immersed in opportunities that encourage exploration of their unique talents, passions, and capacities for self-expression. At CFIS, we take a holistic approach to education, enhancing the Alberta program of studies with the IB framework beginning at age three. This early exposure instills the IB learner profile’s attributes, promoting global awareness, curiosity, critical thinking, and empathy from an early age.

Our Early Childhood Education (ECE) and Elementary Divisions are guided by the values of the UNESCO pillars of learning, which emphasize cultural understanding, peace, and respect. As students progress into Middle School and senior high, these values expand to include the Round Square IDEALS, further developing their sense of leadership, service, and social responsibility. Through a wide array of co-curricular and extra-curricular offerings, CFIS provides diverse, age-appropriate experiences in the arts, athletics, and technology, allowing students to explore their interests, develop their creativity, and grow into well-rounded individuals. Our commitment to the arts is integral to our holistic approach, offering students the chance to engage in fine arts, music, drama, and performance, which fosters self-confidence, empathy, and expressive skills that enhance their academic and personal lives.

**AEAM: Student Learning Engagement**

**CFIS Strategies for Student Learning Engagement**

- Continue to support and build on increasing successful affiliation with the IB Diploma Programme (DP).
- Implement robust programming and assessment practices for all academic programs of study.

**Student Learning Engagement – Three-Year Rolling Average**

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

	Calgary French & Int'l School					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%
Overall	548	88.4	517	88.4	519	88.4
Parent	106	94.6	83	94.8	83	94.4
Student	382	77.3	375	76.8	376	76.7
Teacher	60	93.3	59	93.5	60	94.0

CFIS’s Alberta Education three-year rolling average for Student Learning Engagement has remained steady, with “maintained” ratings in each category—parents, students, and teachers. High levels of agreement from parents reflect strong confidence in the school’s approach, indicating sustained positive perceptions of student engagement within the parent community. Teacher perceptions have also consistently shown high levels of engagement across the past three reporting periods, suggesting that educators at CFIS observe active student involvement in their classrooms, likely supported by the school’s intentional curriculum design and assessment practices. Although student agreement rates are slightly lower than those of parents and teachers, averaging around 77% with some variability, this highlights an area for continued focus on strategies that directly enhance student engagement, helping students feel more connected and motivated in their learning.

To support this, CFIS uses the backward design model, aligning curriculum with Alberta Education standards and the IB framework to create purposeful, varied assessments. This approach enables students to demonstrate their learning through multiple formats, including portfolios, performance tasks, presentations, common assessments, and standardized tests. Across all grades, teachers provide ongoing feedback, encourage self-assessment, and foster goal-setting, empowering students to take ownership of their learning journey. By continuing to offer diverse assessment methods, promote reflective practices, and strengthen goal-setting initiatives, CFIS remains dedicated to fostering active engagement and a deep sense of purpose in every student’s learning experience.

### Additional Numeracy and Literacy Support for Elementary

As shown in the charts below, a total of 57 Grade 1 to 3 students were identified as At-Risk based on Early Years Assessment and standardized classroom assessments. These students received intervention programming in the 2023-24 school year, with assistance from a government grant. It is important to note that Additional students, considered below average, also received intervention programming in the 2023-24 school year, from educational assistants and classroom support.

French Literacy						
Grade	# of students in 2022-23	Name of Standardized Assessment	Number of EAL students by grade level	# of students who received intervention	Average months behind after initial assessment	Average months gained after intervention, final assessment
Grade 1	68	CC3/LeNS/GB+	15	14	6 to 9 months	3 to 6 months
Grade 2	59	CC3/LeNS/GB+	12	9		
Grade 3	62	CC3/GB+	24	7		

Numeracy						
Grade	# of students in 2022-23	Name of Standardized Assessment	Number of EAL students by grade level	# of students who received intervention	Average months behind after initial assessment	Average months gained after intervention, final assessment
Grade 1	68	Test de dépistage - Numératie	15	22	6 to 9 months	3 to 6 months
Grade 2	59	Test de dépistage - Numératie	12	12	9 months	6 months
Grade 3	62	Test de dépistage - Numératie	24	4		

In addition to differentiated instructional planning and the in-class support provided by teachers, identified students also received targeted one-on-one or small-group interventions, occurring an average of three times per six-day cycle. Support was extended not only to students identified as at-risk according to Alberta Education’s Provincial Literacy and Numeracy screening tools, but also to students assessed as performing below grade level or within a low-average range. These assessments combined data from provincial screening tools and teacher-led evaluations. It is worth noting that students identified as at-risk in literacy and/or numeracy demonstrated individual progress. However, as curricular expectations evolve from the initial testing period to year-end evaluations, the measured gap in months behind may have either remained consistent or shown only a slight increase.

Intervention strategies in numeracy emphasized reinforcing students' number sense, fact fluency, and comprehension of mathematical operations. Similarly, literacy interventions prioritized establishing a strong foundation in phonological awareness skills. The focus and strategies include, but are not limited to:

#### Literacy

- Revision of kindergarten concepts in terms of phonological awareness: segmenting, blending, counting syllables, representing syllables, rhyming, onset, locating a sound in a word through oral and visual games;
- Revision of letter names and sounds;
- Reinforcement and revision of complex sounds;
- Enhancing decoding of syllables and words through games; and
- Speed and endurance in decoding.
- Segmenting into syllables to read a new word;
- Encoding decodable syllables and words;
- Reading decodable words and irregular words in context;
- “Francisation” to develop vocabulary;
- Strategies to read with more fluency (liaisons, reread a word or a sentence);
- Guided reading: Decoding in context, reviewing silent letters (s, t, d, and the -ent at the end of verbs);

#### Numeracy

- Rote Counting to 100, starting from any number;
- Counting Sets using 1:1 correspondence;
- Number identification and number recognition to 100;
- Build visual and tactile models of how to make 10 (ex.  $10+0$ ,  $9+1$ ,  $8+2\dots$ );
- Cardinal (quantity) relations (e.g.,  $3 > 1$ ;  $2 < 3$ );
- Ordinal relations (e.g., 2 comes after 1 and before 3);
- Arithmetic relations (e.g.,  $1+2 = 3$ ;  $3 - 1 = 2$ );
- Using number matching games, place-value charts;
- Explore patterns and rules that determine number sequence and structure;
- Use tactile manipulative to explore magnitude of number;
- Use number charts and number lines as visual markers for numbers to 100, explore patterns ;
- Strengthen fact fluency with online games, and card or dice games;
- Writing 2-digit, 3-digit, or 4-digit numbers using matching games, place-value charts, and number lines;
- Develop and use number ordering relations in games involving sequences (what comes before, what comes after);

- Practice of comprehension strategies: identification, keywords, inference, answering questions "who, what, where, when, how," and summarizing the main idea of each paragraph; and
- Reinforcement of grammar concepts such as how to conjugate a verb in the present tense.
- Understanding magnitude of number as it relates to quantity; and
- Strengthen operations (addition, subtraction, and multiplication facts) using card and dice games.

Teachers also continued to develop and implement common math assessment tools for each unit, to ensure consistency between classes and in order to allow action plans to be supported by the numeracy coaches in a more cohesive manner. An additional 0.3 FTE for programming for English Language Arts provided targeted support to 19 students, along with Tier 1 and Tier 2 support in the classroom to a number of additional students.

### AEAM: Provincial Achievement Tests (PAT and Diploma)

#### Combined Grade 6 PAT Results By Number Enrolled

	Calgary French & Int'l Sch Soc					Measure Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
N	n/a	n/a	55	66	66	n/a	n/a	n/a
Acceptable Standard %	n/a	n/a	100.0	92.4	95.5	Very High	Maintained	Excellent
Standard of Excellence %	n/a	n/a	49.1	37.9	50.0	Very High	Improved	Excellent

#### Combined Grade 9 PAT Results By Number Enrolled

	Calgary French & Int'l Sch Soc					Measure Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
N	n/a	n/a	52	54	46	n/a	n/a	n/a
Acceptable Standard %	n/a	n/a	97.7	94.8	93.9	Very High	Maintained	Excellent
Standard of Excellence %	n/a	n/a	49.6	61.5	50.9	Very High	Declined	Good

Please note that 1 student in Grade 6 and 2 students in Grade 9, did not write provincial achievement exams. As a result, there is a discrepancy in our results for students enrolled vs students who wrote the exams.

CFIS students in Grades 6 and 9 continue to show strong academic performance on Alberta Education's standardized tests. The June 2024 Provincial Achievement Test (PAT) results for

these grades align closely with both previous years' outcomes and the school's three-year average.

The tables below show the percentages of Grade 6 and 9 CFIS students who met the Acceptable Standard and the Standard of Excellence on the June 2024 PATs, as well as the provincial averages for those same standards. It is important to note that with the introduction of the new Alberta Curriculum in Grade 6 Mathematics and English Language Arts and Literature, students did not write the PAT.

### Grade 6 – Results of June 2024 Provincial Achievement Tests for Number Enrolled

Subject:	Acceptable Standard (Prov.)	Acceptable Standard (# Enrolled)	Acceptable Standard (# Writing)	Standard of Excellence (Prov.)	Standard of Excellence (# Enrolled)	Standard of Excellence (# Writing)
ELA 6						
FLA 6	69.8%	98.5%	100%	9.3%	39.4%	40%
Math 6						
Science 6	69.5%	98.5%	98.5%	14.8%	47%	47%
Social Studies 6	67.1%	95.5%	95.5%	12.2%	50%	50%

### Grade 6 – June 2024 PAT Results English as an Additional Language (EAL) Students

Subject:	Number of EAL Students (CFIS)	Acceptable Standard (CFIS)	Standard of Excellence (CFIS)
ELA 6			
FLA 6	8	8	2
Math 6			
Science 6	8	7	0
Social Studies 6	8	7	1

### Grade 9 - Results of June 2024 Provincial Achievement Tests for Number Enrolled

Subject:	Acceptable Standard (Prov.)	Acceptable Standard (# Enrolled)	Acceptable Standard (# Writing)	Standard of Excellence (Prov.)	Standard of Excellence (# Enrolled)	Standard of Excellence (# Writing)
ELA 9	84.2%	95.7%	100%	14.5%	54.3%	56.8%
FLA 9	81.5%	95.7%	100%	11.3%	54.3%	56.8%
Math 9	74.7%	91.3%	95.5%	19.2%	41.3%	43.2%
Science 9	83.2%	95.7%	100%	19.7%	60.9%	63.6%
Social Studies 9	69.2%	91.3%	95.5%	15.2%	43.5%	45.5%

\*NB: Grade 9 EAL results were suppressed due to number of students

CFIS students demonstrated a strong mastery in core subjects. The high percentage of students meeting the Acceptable Standard in nearly every tested subject highlights the robustness of CFIS’s educational foundation, which prepares students effectively for provincial assessments. An average of 63% of Grade 9 students and 53% of Grade 6 students who wrote the June PAT’s achieved the Standard of Excellence, far surpassing provincial benchmarks. This high level of achievement in critical subject areas suggests that CFIS students are well-prepared not only to meet but to exceed academic standards, positioning them strongly for future academic success.

CFIS’s emphasis on language learning is evident in the results for French Language Arts (FLA). In Grade 6, 100% of students met the Acceptable Standard in FLA, and 40% achieved the Standard of Excellence, significantly outperforming provincial averages. Grade 9 students maintained this trend, with 100% meeting the Acceptable Standard and 56.8% achieving the Standard of Excellence in FLA.

### AEAM: Diploma Examinations

The table below shows the percentages of CFIS students who met the Acceptable Standard and the Standard of Excellence on the blended results of the June 2024 Diploma Exams and school-awarded course marks, as well as the provincial averages.

<b>Results of June 2024 Diploma Exams</b>				
<b>Subject:</b>	<b>Acceptable Standard (Province)</b>	<b>Acceptable Standard (CFIS)</b>	<b>Standard of Excellence (Province)</b>	<b>Standard of Excellence (CFIS)</b>
ELA 30-1	84.2%	100%	10.1%	66.7%
FLA 30-1	95.3%	100%	8.6%	58.3%
Math 30-1	75.4%	79.2%	34.9%	37.5%
Biology 30	83.1%	100%	33.7%	80%
Chemistry 30	82.9%	86.7%	38%	80%
Physics 30	85.1%	*	43.1%	*
Social Studies 30-1	85.2%	91.7%	18.7%	75%

\*NB: EAL results were suppressed due to number of students

The school is pleased to report strong performance by senior high students on the June 2024 Diploma Exams across all subject areas. Our student’s blended marks have consistently met or exceeded the Acceptable Standard in all subjects, with a 100% success rate in most areas, surpassing provincial benchmarks. This impressive result underscores the dedication of both students and faculty to academic excellence.

## Key Highlights

- **Acceptable Standard:** Nearly all students achieved the Acceptable Standard in every subject, with school scores meeting or exceeding provincial averages across the board.
- **Standard of Excellence:** Our students attained the Standard of Excellence at a notable (mean) average of 76% across all subjects. This is significantly higher than the provincial averages, with exceptional performances in subjects such as Biology 30 and Physics 30, where 100% of our students reached the Standard of Excellence.
- **Language of Instruction:** Except for ELA 30-1, students completed their exams in French, demonstrating high bilingual proficiency alongside academic success.

## Additional Observations

- **Math 30-1 Performance:** A unique aspect of our program is that Grade 11 students participate in the Math 30-1 exams, to allow them to pursue higher level math courses in their Grade 12 year. However, a small number of students did not achieve expected results on the diploma exam, despite having school-awarded marks at the acceptable standard. This suggests that they were adequately supported throughout the year on classroom course material, but may not have achieved mastery of the content to be able to use all the content knowledge on a final cumulative exam.
- **Guidance on Math Course Selection:** In line with supporting varied student needs, we will continue to inform students and their parents of the benefits of considering Math 30-2, particularly for those whose post-secondary aspirations may not require the rigour of Math 30-1.

In conclusion, these results reflect the school's strength in preparing students to meet and exceed provincial standards, even when challenged with advanced curriculum and bilingual assessments. We remain committed to continuous improvement and personalized guidance, ensuring that each student can achieve their highest potential on provincial assessments and beyond.

## English as an Additional Language (EAL)

In the 2023-24 school year, CFIS had a total of 101 students identified as “English as an Additional Language” (EAL) under Alberta Education's criteria. Of these, ten EAL students participated in the PATs and Diploma Exams. Due to the introduction of the new program of studies, Grade 6 students did not write the English PAT, however all Grade 9 and 12 EAL students who participated achieved the “Acceptable Standard” in their English provincial exams.

Starting in our ECE Division, EAL students undergo individualized assessments to determine their language proficiency and support needs. Tailored support is provided based on each student's unique proficiency level and includes dedicated assistance from the Learning Strategist or English Literacy Coach. This specialized support may involve reteaching concepts, small-group instruction, or targeted one-on-one interventions. Additional strategies include frequent check-ins during writing activities, enhanced access to vocabulary resources, small-group guided reading sessions with a vocabulary focus, vocabulary-building games, and the use of the "Reading A-Z" (ELL edition) to strengthen reading and comprehension skills at home.

### **Local Measure: IB Diploma Programme**

#### **Exam Results and Other Independent Assessments**

This year's IB exam results highlight notable improvements and achievements across multiple subjects, showcasing the dedication of our students and the strength of our academic program. IB students take some Higher Level (HL) subjects and some Standard Level (SL) subjects. HL and SL courses differ in scope but are measured according to the same grade descriptors. Students taking HL subjects are expected to demonstrate a greater body of knowledge, understanding, and skills. As diploma results do not measure a student's oral language abilities, CFIS can refer to our students' IB results as an external measure attesting to their strong language skills.

The chart below shows the grades received by CFIS students in the May 2024 IB Diploma Programme exams. It should be noted that IB assignments and exams are rated on a scale of 7, with a mark of 4 being considered a passing grade.

<b>IB Exams - May 2024 Results</b>		
	<b>CFIS Students' Average Grade</b>	<b>World-Wide Average Grade</b>
English A: Literature HL	4.83 (12 students) (Top mark 6 - by 2 students)	4.56
French B: HL (24)	5.63 (24 students) (Top mark 7 - by 2 students)	5.15
Spanish B: SL	6.60 (5 students) (Top mark 7 - by 3 students)	4.93
History SL in French	5.00 (8 students) (Top mark 6 - by 2 students)	4.65
Biology SL in French	5.17 (6 students) (Top mark 6 - by 3 students)	4.15
Chemistry SL in French	4.80 (5 students) (Top mark 7 - by 1 student)	4.10
Physics HL in French	4.00 (7 students) (Top mark 5 - by 1 student)	4.80
Math: Analysis and Approaches SL in French	5.17 (7 students) (Top mark 6 - by 2 students)	4.61
Math: Application & Interpretation SL in French	4.40 (5 students) (Top mark 5 - by 4 students)	3.87



## **Key Highlights:**

### **Overall Performance**

- 85% of IB candidates achieved a grade 5 or higher across their subjects, a significant improvement from last year's 72.5%.

### **Subject-Specific Highlights**

#### **Languages**

- In Spanish B, 100% of students scored 5 or higher, and in French B SL, all students achieved a grade of 6 or above. All CFIS students complete French B SL in senior high school.
- English Literature saw exceptional performance, with one student achieving 100% on Paper 1.

#### **Sciences and Mathematics**

- Physics, Math (SL), and Chemistry showcased strong results, with all students in Physics and Math achieving a grade 5 or higher, and in Physics specifically, all students scored a 7 in their Internal Assessments (IA). Additionally, one Biology student achieved a 7 on Paper 1.

#### **Humanities and the Arts**

- History students excelled with two students achieving 7s on Paper 1, and in Music, our program saw its first-ever score of 6.

#### **Theory of Knowledge and Extended Essay**

- In Theory of Knowledge (TOK), students achieved three B's, and the Extended Essay results included one A and two C's.

#### **Creativity, Activity, Service (CAS)**

- 100% of students successfully completed their CAS requirements, reflecting strong engagement and commitment beyond academics.

These results not only highlight individual achievements but also demonstrate the quality of instruction and support in our IB program, contributing to our school's continued success in nurturing academic excellence.

In addition to completing the Alberta Program of Studies and IB courses, in the 2023-24 school year, 17 CFIS students obtained their Diplôme d'études en langue française (DELFE) and 21 obtained their Diplôme d'Espagnol (DELE) certificate. These diplomas are official titles certifying a degree of competence and Additionally, 14 CFIS students also received their DELF certificate from France's Ministry for National Education, attesting to their French proficiency.

## AEAM: Citizenship

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

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

	Calgary French & Int'l School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	580	90.6	546	91.3	548	89.4	485	84.9	525	87.0	Very High	Maintained	Excellent
Parent	146	95.3	94	92.5	106	91.9	60	89.7	83	95.1	Very High	Improved	Excellent
Student	399	82.3	389	82.8	382	82.0	367	75.0	380	77.1	Very High	Maintained	Excellent
Teacher	35	94.2	63	98.7	60	94.3	58	90.0	62	89.0	Intermediate	Maintained	Acceptable

We are pleased that the survey responses of CFIS parents, teachers and students on the subject of citizenship continue to indicate strong satisfaction in this measure.

Our school's membership in and commitment to the UNESCO Associated Schools Project Network (ASPnet) and to UNESCO values has remained in evidence throughout the school. In 2023-2024, CFIS teachers continued to creatively reinforce the four UNESCO pillars (learning to know, learning to do, learning to be, and learning to live together) with their students. CFIS teachers also continued to infuse UNESCO's themes of study (education for sustainable development, peace and human rights, and intercultural learning) into their yearly curricula. Four CFIS students and two teachers also attended the national UNESCO conference in Toronto, Ontario.

In addition to being a UNESCO school, CFIS is also a Global Round Square member.

Membership in Round Square is based on a commitment to character education and experiential learning built around Round Square's six IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service). The six themes are underpinned by twelve "Discoveries" (inquisitiveness, tenacity, courage, compassion, inventiveness, problem-solving, self-awareness, responsibility, appreciation of diversity, commitment to sustainability, communication, and teamwork). These reflect many of the same qualities that are supported by the IB learner profile, which is used as a reflection assessment tool.

Last year, student members of CFIS's Round Square Club hosted a conference in Kananaskis and at CFIS, which welcomed over 100 students between the ages of 12-14 and staff from New Zealand, Chile, Germany, USA, Brazil, Canada and Peru. We also formalized our student leadership committees:

#### Jörd Environment Committee:

- Our Grade 6 to 12 Environmental Committee led two major fundraising initiatives which raised over \$10,000 for eco-themed initiatives in the school. They hosted our annual spring market, where a circular economy was promoted by collecting used goods for resale, and hosted a used uniform sale. The committee put the bulk of their funds raised towards the purchase of an electric shuttle bus for the school.
- They also participated in the planting of a native plant garden, which will serve educational purposes for students from across all CFIS grade levels.
- They held Earth Day assemblies and workshops for all students.

#### EDIA Student Committee:

- Held educational sessions over lunch, and gathered volunteers to paint a Pride crosswalk at the school.
- Organized whole school learning activities for Black History month, inviting guests to do dancing and cultural workshops.

#### Student Life committee:

- Held two dances and planned a movie night for all students.

#### Global Citizenship:

- Our Round Square committee planned a virtual discussion for students in Grades 6 to 12 on the topic of leadership, and celebrations for the International Day for Cultural Diversity.
- Our Gefjun service club volunteered at a nearby senior care center on an arts program, and with a local women's shelter.
- Our Model UN club competed at various tournaments city-wide.

#### In addition to this:

- Orange Shirt Day, Winter Solstice and National Indigenous Peoples Day were recognized through school-wide activities and assemblies.
- World Children's Day & Pink Shirt Day were recognized.
- Our Grade 5 students presented their PYP exhibitions.
- Over \$70,000 was raised for Kids Cancer Care through the "Big Brave" - an event encouraging students to raise money for the organization by gathering donations and committing to shaving their hair. This initiative was led by our Grade 5 students.

CFIS students are active citizens within the school, and their citizenship also extends to the local community and even internationally. In addition to initiatives linked to curriculum, CFIS has an Elementary Student Council. Over the past school year, the council members worked on a number of different projects. They surveyed their classmates about themes for spirit days, and

then helped design and implement activities associated with the events. They also reflected on current humanitarian and environmental issues.

The Secondary Division's "House" program has the goal of building a proud, healthy, and enduring community of principled, fulfilled students. It does so by encouraging positive relationships, recognizing student successes, and promoting the development of the whole student. In the 2023-24 school year, House program citizenship activities included:

- Organizing spirit days to promote school spirit, and build a sense of community, including House Olympics and assemblies;
- Learning about Diversity, Equity, and Inclusion (DEI) and ways to support a more inclusive community; and
- A Service and Leadership Day, where students learned about housing issues, poverty, loneliness, domestic violence, and ableism.

In the 2023-24 school year, students in the House program also watched an Indigenous drumming performance, and learned about La Francophonie through cultural activities, such as a sugar shack and musical performances.

We are pleased to see an improvement in this category, from both parents and guardians and students. It illustrates that our tactic of providing students with regular check in surveys and including their voice through student committees has led to positive growth in this area.

### [AEAM: Transition Rate](#)

Alberta Education's post-secondary transition rate is the percentage of students in any given Grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering Grade 10, adjusted for attrition. An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province. However, the actual percentage of CFIS students who attend university outside of Alberta is likely significantly higher than the estimate applied. CFIS provides academic counselling to each of its senior high students, and offers post-secondary university trips every year. Attending university, whether in Alberta or beyond, is by far the most common path for CFIS students.

Each of CFIS's 24 Grade 12 2024 graduates were accepted into universities across Canada, 100% of them received the Rutherford scholarship and half reported receiving an offer of scholarship from a post-secondary institution. Fields of study included commerce, education, engineering, fine arts, health, and kinesiology. Our graduates are now attending McGill University, Queen's

University Canada, and the Universities of Alberta, British Columbia, Calgary, Ottawa, Toronto, and Waterloo. Most of CFIS's June 2023 graduates decided to attend a university out of province. Similar statistics exist for each of CFIS's graduating classes.

### AEAM: Three-Year and Five-Year High School Completion Rates

	Calgary French & Int'l School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
<b>3 Year Completion</b>	5	*	18	93.7	27	100.0	15	96.0	26	96.2	Very High	Maintained	Excellent
4 Year Completion	15	100.0	5	*	18	88.4	27	100.0	15	91.6	Very High	Maintained	Excellent
<b>5 Year Completion</b>	17	100.0	15	100.0	5	*	18	88.3	27	100.0	Very High	Improved	Excellent

CFIS students have traditionally had very high High School completion rates, and nearly all of our graduates complete senior high in three years.

All students who attended Grade 12 at CFIS in June 2024, completed High School and graduated with their Alberta Education diploma in less than five years.

Please note that results are suppressed for English as an additional language learners, given their small number.

### AEAM: Rutherford Scholarship Eligibility Rate

The Rutherford Scholarship eligibility rate is the percentage of Grade 12 students who have met the eligibility criteria for a Rutherford Scholarship. A student can receive a one-time award of up to \$2,500, based on course marks in each of Grade 10, 11, and 12.

	Calgary French & Int'l School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
Total Gr 12 Students	5	15	24	12	25	n/a	n/a	n/a	58,970	59,357	58,631	57,307	58,930
Percent Eligible for Scholarship	*	100.0	100.0	100.0	100.0	Very High	Maintained	Excellent	66.6	68.0	70.2	71.9	70.7

The above chart from Alberta Education's spring 2024 Assurance Measures results shows that 100% of CFIS students were eligible to receive a Rutherford Scholarship.



**AEAM: Work Preparation**

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at **work** when they finish school.

	Calgary French & Int'l School						Alberta					
	2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2022 - 2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	171	90.4	139	90.5	139	90.2	63,855	84.5	60,097	84.0	60,533	83.6
Parent	124	92.5	82	91.4	81	91.4	32,249	76.6	29,614	76.1	29,986	75.7
Teacher	47	88.4	58	89.6	58	89.1	31,606	92.4	30,483	91.9	30,547	91.5

CFIS continues to achieve strong results in preparing students for future work success, with high percentages of both teachers and parents agreeing that students are taught the attitudes and behaviors essential for success in the workplace. This confidence underscores the school’s commitment to equipping students with practical skills, resilience, and a positive mindset that will serve them well beyond graduation.

## Assurance Domain: Teaching and Leading

### **CFIS Teaching and Learning Outcome:**

CFIS teachers will continue to be recognized as leaders in the field of second-language acquisition and bilingual education. CFIS will continue to recruit, select, develop and retain the highest calibre of teachers, and will continue to support CFIS teachers' ongoing professional development.

### AEAM: Education Quality

The below chart shows CFIS parent, student, and teacher results from recent AEA surveys with regard to the overarching topic of satisfaction with the overall quality of basic education. CFIS's results in this category have been consistently very strong for many years.



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

	Calgary French & Int'l School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	580	94.6	544	94.4	548	92.2	485	92.6	525	92.4	Very High	Maintained	Excellent
Parent	146	96.0	94	94.3	106	94.3	60	92.2	83	91.5	Very High	Maintained	Excellent
Student	399	93.2	387	90.3	382	88.7	367	90.6	380	91.4	Very High	Maintained	Excellent
Teacher	35	94.7	63	98.7	60	93.6	58	95.1	62	94.4	Intermediate	Maintained	Acceptable

It is noteworthy that in 2024, student results showed a slight increase in satisfaction, in all divisions.

	Calgary French & Int'l School									
	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%
Student - All	399	93.2	387	90.3	382	88.7	367	90.6	380	91.4
Student - Grade 4-6	180	98.6	172	99.1	176	97.4	171	93.8	171	95.9
Student - Grade 7-9	159	89.9	153	84.0	158	85.0	143	89.8	144	89.6
Student - Grade 10-12	60	91.1	62	87.8	48	83.5	53	88.1	65	88.6

### CFIS's Education Quality Strategy:

Continue to explore and implement ways to enhance teaching and learning.

Calgary French & International School (CFIS) is dedicated to continuously enhancing teaching and learning practices across all grade levels, with a strong emphasis on professional development within the IB framework. With ongoing training of faculty in the IB Primary Years Programme (PYP), Middle Years Programme (MYP), and DP, ensuring that all educators, from Kindergarten through Grade 12, have access to high-quality professional development, fostering a consistent approach to inquiry-based learning.

In the past academic year, CFIS facilitated various training initiatives to expand faculty expertise in the IB curriculum. Notable achievements include:

- MYP Design training;
- Head of School's training modules in both PYP and MYP;
- MYP "Leading the Learning" module;
- PYP "Evidencing Learning";
- IB Webinars with SÉBIQ; and
- DP Coordinator at CFIS has recently become a certified facilitator for new IB coordinators,



highlighting the school's commitment to fostering leadership within the IB framework. This certification enables the coordinator to provide specialized mentorship to other schools, further underscoring CFIS's dedication to educational excellence and IB standards.

Furthermore, CFIS's PYP and DP coordinators conduct weekly sessions with faculty in their respective divisions, creating opportunities for collaborative planning and sharing of best practices. This collaborative model strengthens the alignment of teaching practices with IB standards and supports a cohesive educational experience for students.

In addition to IB training, CFIS also engaged in national-level professional development activities. Three faculty members presented at the Association canadienne des professionnels de l'immersion (ACPI) conference, facilitating sessions on early literacy. Through this opportunity, they shared their expertise and insights with a broader educational audience while enriching their CFIS colleagues' understanding of early literacy strategies and practices.

These professional development efforts underscore CFIS's commitment to strengthening IB programming and early literacy while fostering a collaborative, inquiry-based learning environment across all grade levels.

### Supplemental AEAM: School Improvement

Continuous improvement is an important theme at CFIS. A strategic plan covering 2023 to 2028 is currently being implemented. In April 2025, CFIS will be welcoming a delegation from the Canadian Accredited Independent Schools and CFIS is currently completing their internal self study and examining 12 different standards. Our membership with CAIS supports the reporting framework for Alberta Education and contributes to a culture committed to continuous improvement. Survey results indicate strong agreement with statements regarding the continuing strength of CFIS as an educational institution, and in particular an improvement has been noted by students and teachers.

#### Percentage of teachers, parents and students indicating that their school has improved or stayed the same in the last three years.

	Calgary French & Int'l School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	579	82.5	536	84.2	540	77.5	477	80.5	518	85.0	Very High	Improved Significantly	Excellent
Parent	145	93.1	89	93.3	102	90.2	59	88.1	82	91.5	Very High	Maintained	Excellent
Student	399	77.3	387	77.5	381	73.8	363	77.1	378	77.3	Intermediate	Maintained	Acceptable
Teacher	35	77.1	60	81.7	57	68.4	55	76.4	58	86.2	Very High	Improved	Excellent

**Percentage of CFIS teachers reporting that in the past three to five years that P.D. and in-servicing received from the school has been focused, systematic, and contributed significantly to their ongoing professional growth.**

	Calgary French & Int'l School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	34	85.3	60	83.8	58	75.9	58	75.0	62	78.3	Low	Maintained	Issue
Teacher	34	85.3	60	83.8	58	75.9	58	75.0	62	78.3	Low	Maintained	Issue

We are pleased to see a slight improvement in faculty satisfaction in response to their professional growth. 85% of teachers acknowledge that the professional development being provided is aligned to our school priorities. Principals helped develop a shared understanding around professional growth last year, indicating that organizational time is not professional development time as they do not have the same purpose, as feedback that is constantly shared by teachers is the desire for time on professional development days. In September 2023, the pedagogical leadership team developed a committee whereby teachers could make requests for professional development that fell outside of our professional development days. Requests were made by teachers and discussed by a leadership committee through a whole school lens. This more collaborative and transparent process may have contributed to the slight increased faculty satisfaction in response to their professional growth.

Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have: Been focused on the priorities of the jurisdiction	2020	34	44	38	12	3	3	82
	2021	59	36	51	5	0	8	86
	2022	54	30	54	11	0	6	83
	2023	56	36	52	4	2	7	88
	2024	61	38	48	2	2	11	85
Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have: Effectively addressed your professional development needs	2020	34	41	44	12	0	3	85
	2021	60	28	55	8	5	3	83
	2022	58	24	50	19	7	0	74
	2023	58	22	48	14	10	5	71
	2024	62	26	48	21	3	2	74
Thinking back over the past three years, to what extent do you agree or disagree that professional learning opportunities made available through the jurisdiction have: Significantly contributed to your on-going professional growth	2020	34	41	47	9	0	3	88
	2021	60	30	52	12	5	2	82
	2022	58	24	47	19	7	3	71
	2023	58	22	45	19	7	7	67
	2024	61	21	54	16	5	3	75

**Supplemental AEAM: Program of Studies**

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

	Calgary French & Int'l School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	400	87.0	372	87.6	370	87.0	314	85.5	354	86.3	Very High	Maintained	Excellent
Parent	146	92.1	94	91.8	106	91.5	60	91.1	83	92.6	Very High	Maintained	Excellent
Student	219	81.5	215	78.5	204	78.7	196	76.8	209	81.0	Very High	Maintained	Excellent
Teacher	35	87.3	63	92.4	60	90.9	58	88.6	62	85.1	Intermediate	Maintained	Acceptable

In the 2023-24 school year, CFIS continued to provide a robust, enriched, and balanced program of studies. In addition to the academically focused curricula, students of all ages were provided with opportunities to develop their skills in other areas. At CFIS, specialists teach physical education, art, and music to students in preschool through Grade 12. Parents and students have indicated improvement in this category, whereas teacher satisfaction has slightly declined. Teachers' satisfaction will be explored more deeply in art, technology and health, and music.

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Calgary French & Int'l School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	178	72.2	154	84.8	163	85.1	116	86.3	140	83.6	Very High	Maintained	Excellent
Parent	143	78.2	91	86.1	104	86.0	60	87.6	80	86.3	Very High	Maintained	Excellent
Teacher	35	66.2	63	83.5	59	84.2	56	84.9	60	80.9	Intermediate	Maintained	Acceptable

All three groups continue to show strong satisfaction in CFIS students demonstrating knowledge, skills and attitudes necessary for lifelong learning.

Percentage of teacher, parent, and student agreement that programs for children at risk are easy to access and timely.

	Calgary French & Int'l School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	580	91.6	546	91.5	548	87.3	485	86.1	525	85.9	Intermediate	Maintained	Acceptable
Parent	146	95.4	94	92.8	106	86.9	60	88.1	83	85.4	High	Maintained	Good
Student	399	87.1	389	87.1	382	82.3	367	81.1	380	81.4	Intermediate	Maintained	Acceptable
Teacher	35	92.4	63	94.7	60	92.7	58	89.0	62	90.9	Low	Maintained	Issue

Assurance survey results reflect a continued overall concern for at-risk students accessing timely support, both by the parent and teacher groups. Learning strategists are now reporting directly to divisional principals, and principals are coordinating student support. In 2023-2204, a youth worker was hired for the Secondary Division, and we have enhanced our psychological services with Providence Children. Our Elementary and Secondary principals are exploring opportunities to provide students with more support more deeply.

**Assurance Domain: Learning Supports**

**CFIS Learning Supports Outcome:**  
 CFIS will continue to be a welcoming, caring, safe and respectful learning environment that offers an engaging and inspirational approach for each of its students. Each CFIS student is empowered to achieve his or her full and unique potential.

**AEAM: Welcoming, Caring, Respectful and Safe Learning Environments**

The assurance measure of Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) was introduced by Alberta Education in its March 2021 survey. CFIS’s results on assurance survey questions related to students being safe at school, learning the importance of respect for and caring for others, and being treated fairly at school, have remained consistent.

**Safe & Caring**

Percentage of teacher, parent and student agreement that CFIS students are safe at school, are learning the importance of caring, learning respect for others, and are treated fairly in school.

	Calgary French & Int'l School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	546	92.8	548	91.2	485	89.1	525	89.8	n/a	Maintained	n/a
Parent	n/a	n/a	94	95.1	106	93.9	60	92.0	83	95.4	n/a	Maintained	n/a
Student	n/a	n/a	389	86.8	382	84.8	367	80.1	380	84.1	n/a	Maintained	n/a
Teacher	n/a	n/a	63	96.6	60	94.7	58	95.3	62	90.0	n/a	Declined	n/a

We have seen a slight improvement in parent and student satisfaction in Elementary, and a slight decrease overall by teachers.

The slight decrease in teacher satisfaction is a result of a high increase in “I don’t know” to the question about safety to and from school, as well as “students treat each other well”, and “students respect each other.” Principals will be working with teachers and learning strategists to develop specific actions in this regard, including continuing monthly assemblies where the intention was to build school spirit, review expectations and participate in workshops that reinforce respect, belonging and kindness.

High school students have indicated a strong improvement in feeling safe at school and in being in a warm and caring environment. Engagement sessions with high school students have clearly demonstrated that they see the relationships and support from their teachers as a clear differentiator and the number one reason why they have chosen to graduate from CFIS.

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students are <b>safe</b> at your school	2021	63	63	37	0	0	0	100
	2022	60	62	38	0	0	0	100
	2023	57	56	44	0	0	0	100
	2024	61	56	38	3	2	2	93
Students are <b>safe</b> on the way to <b>and</b> from your school	2021	59	49	29	2	0	20	78
	2022	59	51	29	0	0	20	80
	2023	55	45	45	0	0	9	91
	2024	58	45	29	2	2	22	74
Students are treated fairly by adults at your school	2021	63	75	25	0	0	0	100
	2022	60	73	27	0	0	0	100
	2023	58	59	41	0	0	0	100
	2024	62	60	37	0	2	2	97
Students at your school care about each other	2021	63	44	56	0	0	0	100
	2022	60	37	60	3	0	0	97
	2023	58	26	69	5	0	0	95
	2024	62	26	68	3	2	2	94
Students at your school respect each other	2021	63	37	63	0	0	0	100
	2022	60	27	67	7	0	0	93
	2023	58	19	69	12	0	0	88
	2024	62	19	71	5	2	3	90
Students treat each other well at your school	2021	63	27	71	2	0	0	98
	2022	60	33	60	7	0	0	93
	2023	57	21	72	7	0	0	93
	2024	62	16	68	11	2	3	84
Teachers at your school care about their students	2021	62	82	16	0	0	2	98
	2022	60	83	17	0	0	0	100
	2023	58	72	28	0	0	0	100
	2024	62	63	34	0	2	2	97

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

	Calgary French & Int'l School										Alberta									
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student - All	n/a	n/a	389	86.8	382	84.8	367	80.1	380	84.1	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Student - Grade 4-6	n/a	n/a	174	87.5	176	83.9	171	77.1	171	77.4	n/a	n/a	72,734	82.2	77,172	80.9	77,329	80.1	80,200	77.8
Student - Grade 7-9	n/a	n/a	153	85.3	158	87.2	143	86.0	144	85.2	n/a	n/a	56,991	78.6	62,712	76.4	63,619	74.6	66,065	72.6
Student - Grade 10-12	n/a	n/a	62	87.5	48	83.3	53	77.3	65	89.7	n/a	n/a	40,175	78.6	47,374	75.9	52,208	75.0	53,755	75.3

Divisional principals worked with their teams in 2023-2024 on a shared understanding of the student code of conduct and shared responsibilities by the pedagogical team, and this may have positively contributed to this result.

**AEAM: Access to Supports and Services**

CFIS has a partnership with Providence Children. In addition to speech and occupational therapy for students in, CFIS’s Student Learning and Well-Being Team will consult with an on-campus psychologist one day per week. The psychologist will also facilitate timely workshops for students and provide short-term counselling as needed. The Student Learning & Well-Being Department includes the following staff members:

- In the Elementary Division, a combined 1.2 FTE academic learning strategists, a part-time English literacy coach, three full-time teaching assistants focusing on supporting literacy and numeracy, a part-time numeracy coach, and a full-time social-emotional learning strategist;
- In ECE, a full-time Coordinator of Early Learning and Development; and
- In the Secondary Division, a combined 1.4 FTE learning strategists, a full-time social-emotional youth worker, and a full-time student supports administrative assistant.

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness, and efficiency of programs and services in their community.

	Calgary French & Int'l School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	546	92.2	548	87.1	485	86.3	525	86.0	n/a	Maintained	n/a
Parent	n/a	n/a	94	94.0	106	88.1	60	90.2	83	88.3	n/a	Maintained	n/a
Student	n/a	n/a	389	87.1	382	82.3	367	81.1	380	81.4	n/a	Maintained	n/a
Teacher	n/a	n/a	63	95.5	60	90.9	58	87.5	62	88.3	n/a	Maintained	n/a

Satisfaction continues to be consistent with regard to student access to supports and services at CFIS. Teachers have communicated the need for more consistency in the supports being provided and in the schedule for supports.

**Local Measure:  
First Nations, Métis, and Inuit Peoples Teaching and Leading**

As a community, CFIS prides itself on its commitment to celebrating diversity and advancing cultural peace and understanding. In the 2023-24 school year, no CFIS students self-identified as being a member of a First Nations, Métis or Inuit (FNMI) community. Nonetheless, the Administration of CFIS, together with the pedagogical leadership team, is committed to supporting teachers to implement recommendations from the Truth and Reconciliation Commission and to meet requirements specified in Alberta Education’s Teaching Quality Standards (TQS) and Leadership Quality Standards (LQS), with the aim of advancing reconciliation by ensuring that students acquire knowledge of FNMI experiences. To that end, our Library Department team members continued to add resources about FNMI peoples and the

Reconciliation Act to our school's two libraries, and teachers were purposeful in their planning to include opportunities for authentic links in various areas of the curriculum.

In 2023, an eight-member committee on Indigenous Education, consisting of faculty and staff members, was established. The committee met monthly to develop events and learning opportunities about indigenous ways of knowing, as well as truth and reconciliation. With the support of other staff members, this committee was responsible for the the following activities during the 2023-2024 school year, aimed at advancing our school community's collective knowledge of FNMI issues:

- CFIS's Elementary Division recognized Orange Shirt Day with an assembly and classroom activities. Our Secondary Division students spent time in workshops and activities focused on the themes of truth and reconciliation with an indigenous storyteller.
- Elementary teachers filled in a gap analysis document with Indigenous learning outcomes to have a better understanding of under-resourced areas, and general gaps in knowledge.
- CFIS was closed on September 30th to honour Truth & Reconciliation Day, and to afford all members of the CFIS community with the opportunity to reflect on this nationally important subject. The decision was also made to open the school to allow for learning activities to happen for the whole family on September 30, 2024, and planning for this event began in May of 2024.
- On the morning of National Indigenous Peoples Day (June 21), CFIS students from preschool through to Grade 12 took part in educational sessions and drumming performances. Students attended various workshops, which included short stories by indigenous authors, indigenous sports and games, and workshops on indigenous art and Missing and Murdered Indigenous Women.
- Activities during CFIS's Global Education Week included most CFIS Grade 7 students travelling the Louis Riel Trail in Saskatchewan, and visiting locations of historical significance in his story, including Batoche, the RCMP headquarters, and Duck Lake. The students also visited Wanuskewin, and learned about the impact of the overhunting of the bison population on indigenous peoples. CFIS Grade 8 students went to Quebec and Montreal and visited the Huron/Wendat reservation, participated in craft making, and took part in a traditional meal. Students participating in the Round Square conference in Kananaskis learned about Métis traditions and the use of plants as medicine.
- All Grade 7 students participated in a full day field trip activity at Blackfoot Crossing Historical Park.
- The Director of Global Education & Experiential Learning also attended a series of workshops and educational sessions offered by the United Way on Indigenous Learning & Reconciliation. Based on this, the recommendation to allocate a part-time position to the development of a relationship with indigenous knowledge keepers and elders to support CFIS in its journey towards reconciliation was implemented for the 2024-2025 school year.



**Assurance Domain: Governance**

**Alberta Education Key Element:**  
 Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.

**CFIS Strategy:**  
**Provide opportunities for the CFIS Society’s Board of Governors to interface with all stakeholder groups.**

**AEAM: Parental Involvement**

As an independent school, the CFIS Society’s Board of Governors is largely made up of parents of current CFIS students, unlike large public school boards. During the 2023-24 school year, 16 of the 17 CFIS Society Governors were parents of current CFIS students.

The chart below shows the percentage of parents and teachers satisfied with parental involvement in decisions about their child’s education at CFIS.

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

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

	Calgary French & Int'l School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	180	85.6	156	87.2	166	81.5	118	81.2	145	84.9	Very High	Maintained	Excellent
Parent	145	86.2	94	82.6	106	82.0	60	86.9	83	85.9	Very High	Maintained	Excellent
Teacher	35	85.0	62	91.7	60	81.0	58	75.6	62	83.9	Low	Maintained	Issue

It is surprising to see the teachers’ category as being identified as “low”, as there is in fact, an 8.3% increase. Further investigation into the results shows a relatively high percentage of “don’t know” responses, which likely impacted this rating.

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

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that the input of parents or guardians into decisions about your school is considered	2020	34	47	26	6	3	18	74
	2021	60	28	58	7	0	7	87
	2022	59	31	39	15	3	12	69
	2023	58	26	45	10	5	14	71
	2024	62	29	53	6	2	10	82
How satisfied or dissatisfied are you with the opportunities for parents or guardians to be involved in decisions about their children's overall education	2020	35	60	29	3	0	9	89
	2021	60	35	57	3	0	5	92
	2022	60	30	52	7	3	8	82
	2023	55	35	40	9	2	15	75
	2024	60	35	45	5	2	13	80
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about your school	2020	35	49	29	0	3	20	77
	2021	59	27	59	10	0	3	86
	2022	58	31	43	12	3	10	74
	2023	58	24	45	10	7	14	69
	2024	62	32	50	6	2	10	82

As evidenced in the below chart, the overall school improvement rating continues to be very high. In particular, we are very pleased with the improvement noted by teachers in this category of results.

Percentage of teachers, parents and students indicating that their school has improved or stayed the same in the last three years

	Calgary French & Intl School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	579	82.5	536	84.2	540	77.5	477	80.5	518	85.0	Very High	Improved Significantly	Excellent
Parent	145	93.1	89	93.3	102	90.2	59	88.1	82	91.5	Very High	Maintained	Excellent
Student	399	77.3	387	77.5	381	73.8	363	77.1	378	77.3	Intermediate	Maintained	Acceptable
Teacher	35	77.1	60	81.7	57	68.4	55	76.4	58	86.2	Very High	Improved	Excellent

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### **AEAM: Summary of 2023-24 Financial Results**

The number of students for the 2023-24 school year increased by 18 students from the previous school year.

Financial results were impacted by the provision of in house food services, as well as inflation and higher investment returns. Bus participation did not return to pre-pandemic levels. Before and after school programs have increased over prior years along with increased participation in camps and Professional Development daycare.

Fundraising efforts were focused on funding bursaries and student enhancements.

Copies of the school's audited financial statements are available from Julie Thomson, Director of Finance, by emailing [jthomson@cfis.com](mailto:jthomson@cfis.com) or by calling (403) 240-1500 (ext. 134).

**CFIS Revenue & Expenses, August 31, 2024**
**Revenue**

Tuition & Fees	12,909,168	69%
Government Funding	4,191,605	22%
Facility Rentals and Food Services	477,889	3%
School Programs	544,225	3%
Donations & Fundraising	152,637	1%
Other	514,010	3%
	<u>18,789,534</u>	<u>100%</u>

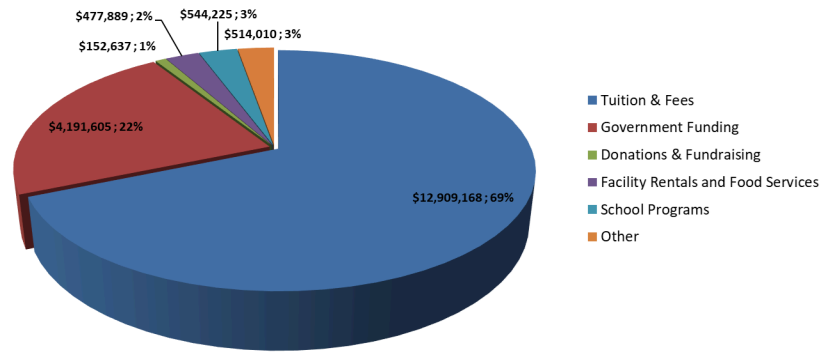
**Expenses**

Salaries and Employee Benefits	13,180,299	73%
Office and Administration	496,177	3%
Bursaries	134,371	1%
Facility Costs	1,032,166	6%
Sundry	353,313	2%
Food services	152,572	1%
Advertising and Promotion	136,791	1%
Computer Supplies and Services	174,366	1%
Health and Safety	20,066	0%
Amortization of Capital Assets	837,960	5%
Busing	300,713	2%
Teaching supplies, fieldtrips, and development	659,229	4%
Interest on Bank Loan	404,075	2%
Fundraising Expenses	114,328	1%
	<u>17,996,426</u>	<u>100%</u>

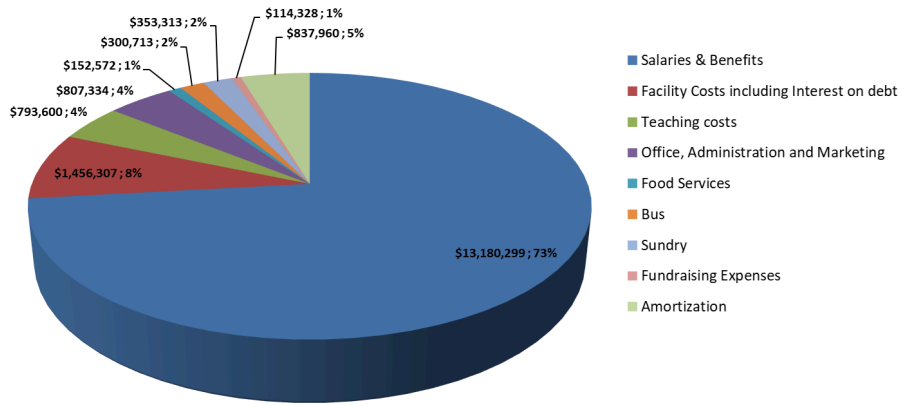
**Capital Purchases**

Furniture, Fixtures & Equipment	108,910	50%
Computer Equipment	82,065	38%
Building and Land Improvements	27,458	13%
	<u>218,433</u>	<u>100%</u>

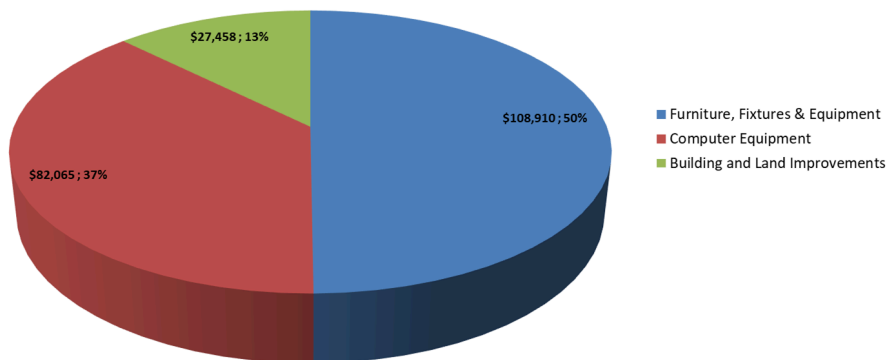
### CFIS's 2023-2024 Revenue



### CFIS's 2023-2024 Expenses



### CFIS's 2023-2024 Capital Purchases



## **Supplemental AEAM: Stakeholder Involvement**

In the 2023-24 school year, CFIS educated just 725 students, in junior preschool through to Grade 12. The parents of CFIS students are dedicated, community-minded, and very involved in their children's education.

## **Assurance Domain: Local & Societal Context**

**CFIS Local & Societal Context Outcome from 2023-2026 Education Plan:**  
CFIS will continue to define and amplify the “international” in “Calgary French & International School”, and maintain its leadership in French immersion education.

The amplification of the “international” in Calgary French & International School is an element of citizenship, which is a key focus at CFIS. In the 2023-24 school year, there were many more face-to-face opportunities for citizenship initiatives than in the 2.5 years of the COVID-19 pandemic. It is anticipated that future results in the citizenship measure will positively reflect this.

## **Whistleblower Protection**

Section 32 of Alberta's Public Interest Disclosure Act (2013) requires that an independent school include its annual report of disclosures in its Annual Education Results Report. The Calgary French & International School did not receive any whistleblower reports in the 2023-24 school year.

## **Communication of Results and link to AERR**

Annual academic results, survey findings, and strategic updates are regularly shared with stakeholders through various platforms to ensure transparency and engagement. These include divisional information meetings, parent engagement sessions, the community report, the prospectus, Board committee meetings, discussions with student prefects, and a presentation at the November 2024 Annual General Meeting, providing multiple opportunities for the community to stay informed and aligned with CFIS's goals and progress.

CFIS's 2023-24 Annual Education Results Report (AERR) can be found at: <https://www.cfis.com/aerr>.