



Calgary
French &
International
School *Tomorrow's World:
One student at a time*

Message from the Board Chair

The role of the Calgary French & International School's Board of Directors is one of governance. We oversee the school's strategic plan, create and review governance policies, fulfill fiscal oversight responsibilities, monitor the performance of the Head of School, and ensure the Society's vision and mission continue to be achieved.

During the 2012-13 school year, the Calgary French & International School Society Board approved a five-year strategic plan focused on continuing to guide our school towards a positive and prosperous future. Most importantly, the planning process was intended to engage and focus our community to effectively respond to our current understanding of the challenges and opportunities facing independent schools in Calgary and consider the many future possibilities for our students.

The creation of the strategic plan involved consideration of the results of the 2012 CFIS Parent Survey, taking into account the range of comments and feedback from over 260 families who responded, and the results of the 2012 CFIS Employee Survey. This information, coupled with results of our environmental scanning activity, supported the healthy debate of ideas at the numerous consultative sessions with parents, students and staff as part of the overall strategic planning process. Thank you to all of those who participated for their time and tremendous contributions during this planning process.

The 2013-2018 CFIS strategic plan is now complete. It includes a new mission, vision, values, and tagline for the school (see page 2).

The strategic plan also includes four major organizational goals focused on meeting our mission to support CFIS students to become graduates who are active global citizens with a foundation for life-long success within a school that is the leader in French immersion and international education. These goals are:

1. Academic excellence combined with the development of the whole student;
2. Secondary school of choice for French immersion;
3. A safe, secure and enduring school community;
4. Recognized leader in French immersion and international education.

The 2012-2013 school year was also the first complete school year with Mme. Margaret Dorrance as our Head of School. It is with Mme. Dorrance's leadership, extensive expertise and experience in the independent school environment that we will carry-out our five-year strategic plan, strengthening our operational position, implementing educational strategies, building a stronger community, and ensuring a sustainable model for CFIS for years to come.



Joanne Weninger
Chair
Calgary French & International School Society

Accountability Statement Message

The Annual Education Results Report for the 2012-2013 school year and the Education Plan for the three years commencing September 1, 2013 for the Calgary French & International School Society was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2012/2013 school year and the Three-Year Education Plan for 2013/2016 on November 20, 2013.

Foundation Statements

Mission

Calgary French & International School 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

Calgary French & International School 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.

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

A Profile of the Calgary French & International School Society

The Calgary French & International School (CFIS) is an accredited co-educational private day school on a 14-acre campus in Calgary's Cougar Ridge area, serving over 750 students in Preschool through to Grade 12. CFIS is Alberta's top French Language Immersion school.

CFIS is also one of Calgary's oldest private schools, having come into being in 1969 as the Calgary French School (CFS). In its early days in a rented facility in Calgary's Lakeview community, CFS was primarily focussed on developing and offering an elementary French immersion program, from Preschool through to Grade 6. Around the time of CFS's third decade of existence, a dedicated group of visionary CFS parents developed a forward-thinking plan to build the school's own campus, and in 2003, CFS moved from Lakeview to its current fourteen-acre site in the west southwest neighbourhood of Cougar Ridge. CFS became the Calgary French & International School (CFIS), and embarked on expanding its program to include a full junior high school through to Grade 9. In September of 2007, on the heels of a very well-received venture into junior high school French immersion programming, CFIS committed to completing its French immersion program by offering a senior high school program. June 2010 saw CFIS's first Grade 12 graduates, and there have been three more Grade 12 graduating classes since then. At 426, 166, and 160 students respectively, CFIS's Primary, Elementary, and Secondary Divisions each continue to gain strength.

CFIS's rigorous academic program is taught in a caring and supportive full French immersion learning environment of small class sizes. The program is rich with learning experiences, from languages and sciences to sports and the arts. CFIS students are encouraged to develop their intellectual, physical and creative potentials to become caring and self-reliant young citizens who contribute positively to the world. A new five-year strategic plan, finalized in May 2013, reconfirmed CFIS's commitment to developing 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.

CFIS's over 100 teachers and staff are proud of the school's 44-year history and are committed to providing exceptional French Language Immersion education. CFIS faculty are dedicated to working in partnership with parents and the students to guide our learners to achieve their full potential and become well-rounded and responsible active global citizens.



Summary of Accomplishments

The list of initiatives and achievements within the CFIS community over the past twelve months are too great to list in their entirety. There is often something new going on at the school every week, and even more frequently during the holiday season when philanthropic initiatives and concerts abound. Some of the 2012-2013 school year's highlights include:

Academics

Academically, CFIS students continued to do very well on Provincial Achievement Tests, exceeding the combined provincial results in all subject areas. As well, CFIS placed 10th of 659 elementary schools in the Fraser Institute rankings – a testament to our students and teachers and the school's enriched and engaging curriculum.

Arts and Culture

- A number of visiting artists work with students New York, the University of Calgary and L'Unithéâtre d'Edmonton.
- The cast of Fame is interviewed on Breakfast Television
- Grade 6 concert band received an "excellent" rating from both adjudicators at the Alberta Music Festival.
- Two CFIS students win bronze medals at a provincial speech tournament.
- Seven students show their work at the Symphony of Line and Colour, an event showcasing children's accomplishments in the arts.

Athletics

- Grade 9 girls golf team won gold, 7/8 boys won bronze and two students had lowest scores in their grade category.
- Cross-country junior high team won CISAA 2J banner and senior high team won second in the CISAA 1A. CFIS Grade 12 student Graham Kerford qualifies for Provincials in cross-country.
- Grade 11 student Makana Hilton qualifies for Provincials in triple jump.
- Grade 7/8 boys basketball team brings home CFIS's first basketball banner.
- 2J badminton banner brought home for the second year in a row.
- The Grade 7 soccer team wins bronze medal game in a shoot-out.

Leadership

- CFIS hosted its own Mini We Day, featuring keynote speaker Spencer West, and two CFIS students walk with Spencer West during his "We Walk 4 Water" campaign.
- '7 Habits of Happy Kids' program launched.
- CFIS assigned more tickets than any other school in Calgary for the first-ever We Day Alberta, sending 53 dedicated and passionate students to the event.
- CFIS hosts the school's first ADSA speech tournament, with 150 competitors from 20 schools.
- The crew from Breakthroughs, an award-winning series hosted by Martin Sheen, films at CFIS.

Philanthropy

- The "All That Jazz" gala raises over \$80,000, with proceedings supporting upgrades and improvements to the school's cafeterias.

- Magazine campaign raises \$11,293, the scholastic book fairs raise \$4000, and funds are raised to make improvements to the school's outdoor garden.
- Numerous fundraising initiatives result in donations of money, food and holiday gifts for local families in need.
- Several initiatives to provide clean water raise thousands of dollars towards providing clean water to people in Haiti and Zambia.

Community

- CFIS Halloween party sells out (700 tickets).
- Junior kindergarten classes perform at Carewest Sarcee, a home for seniors with Alzheimer's.
- The elementary division participates in Pink Shirt Day--a grassroots anti-bullying movement.
- Volunteer Appreciation Tea invites hundreds of volunteers who supported the school throughout the year.
- Nearly 1,000 students, parents, faculty and staff participate in the Terry Fox Run.

International and travel studies

- Dignitaries and educators from Thailand, Kenya and Mongolia visit CFIS to learn about language immersion instruction and share their knowledge.
- CFIS Travel Studies Programs take students to eastern Canada (Grade 7), Costa Rica (Grade 9) and Cambodia (senior high).
- Fiesta Hispanica, a day of Spanish immersion at CFIS, offers eight workshops on subjects such as cooking, music, science, math, sports, and cultural activities.
- School-wide initiatives for Earth Week include "e-cycling" and "Everything Old is New Again".
- Two UNESCO showcases focused around the themes of global concerns and the role of the UN, sustainable development, human rights, and intercultural learning.

Strategic Planning

Perhaps the single-most significant undertaking for the CFIS Society Board last year was the completion of the next five-year strategic plan. The finalized plan, including new mission, vision, and value statements for the school, will form the foundation of all our actions for the next five years. The plan was a community effort, guided by school leadership and strategic planning experts and informed by organizational research, community surveys and round-table discussions.

Facilities

Significant renovations were completed over the summer of 2013 in both cafeterias as a result of funds raised at the school's annual gala. Also that same summer, the floor of the Secondary gymnasium was refinished.

Administrative changes and building improvements

In the 2012-2013 school year, CFIS hired a new Director of Finance and Business Operations and formed the Pedagogical Leadership team to guide our curriculum, introduced the mutual respect policy, revised the Emergency Procedures Manual, introduced new security measures, and started emergency preparedness through a partnership with the Hour Zero organization.

Combined 2013 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Calgary French & Int'l Sch Soc			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	90.5	93.5	90.0	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	80.0	84.9	82.3	81.5	80.7	80.7	High	Maintained	Good
		Education Quality	91.6	93.5	90.4	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	4.7	0.2	0.5	3.5	3.2	3.9	Intermediate	Declined	Issue
		High School Completion Rate (3 yr)	92.9	*	n/a	74.8	74.1	72.7	Very High	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	99.4	98.3	98.4	79.0	79.1	79.2	n/a	n/a	n/a
		PAT: Excellence	47.5	43.6	50.9	18.9	20.8	19.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	84.6	96.0	95.1	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	23.1	36.0	41.7	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	92.9	*	n/a	56.6	56.2	54.9	Very High	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	100.0	*	n/a	61.3	61.5	59.4	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	88.1	79.9	77.7	80.3	79.7	79.9	Very High	Improved Significantly	Excellent
		Citizenship	87.8	88.5	85.0	83.4	82.5	82.0	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	85.0	83.6	80.0	80.3	79.7	79.8	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	82.9	80.8	72.6	80.6	80.0	80.0	Very High	Improved Significantly	Excellent
Notes:											
1. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and this school authority.											

Comments:

The CFIS drop-out rate on the table above is noted as an issue, having declined from .2 percent to 4.7 percent. Alberta Education calculates a school's drop-out rate if a student between the ages of 14 and 18 leaves the Alberta learning system, which includes the transition from Grade 12 to post-secondary. We attribute the most recent drop-out rate to three of last year's Grade 12 students going to university in provinces other than Alberta.

GOAL ONE:
An excellent start to learning

Outcome:

Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Comments:

Our preschool and Junior Kindergarten programs are part of our programs at CFIS. Extended hours are built into their days to ensure continuity of their programs and well-being. The position of Director of Early Childhood, staffed by an experienced and certificated teacher, was created to oversee the school's Preschool, Junior Kindergarten and Kindergarten classes, and the director works directly with children, teachers and parents.

At the Kindergarten level, a comprehensive map of language and literacy skills has been created, taking into consideration children's academic and developmental progress.

Strategies:

- Ensure that Preschool and Junior Kindergarten provincial accreditation renewal requirements are met.
- Ongoing review of Preschool and Junior Kindergarten report cards and assessment procedures, to ensure consistency and continuity between classrooms and levels.

GOAL TWO:
Success for every student

Outcome:

Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Evaluation		
	2009	2010	2011	2012	2013	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.3	93.8	95.5	96.0	84.6	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	33.3	43.8	45.5	36.0	23.1	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2008	2009	2010	2011	2012	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	*	*	92.9	Very High	n/a	n/a
Drop Out Rate – annual dropout rate of students aged 14 to 18	0.0	1.0	0.2	0.2	4.7	Intermediate	Declined	Issue
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	*	*	100.0	Very High	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	*	*	92.9	Very High	n/a	n/a

Comments:

CFIS’s small class sizes and highly effective teachers contribute to our students’ excellent results.

The above data is accurate for those students who wrote the exams, but due to the June 2013 flooding, the full cohort did not write all exams, hence the “n/a”. The students who did write their exams might not have been well prepared due to the stressful situation occurring in Calgary.

As mentioned previously in this document, CFIS’s drop-out rate is attributed to three of last year’s Grade 12 graduates leaving the province to attend university elsewhere. Alberta Education considers these students to have “dropped out” from the Alberta learning system, which includes post-secondary education.

Strategies:

- The addition of a full-time guidance counselor, starting in September 2013, will continue to improve our results.
- Each Grade 10 to 12 student will have a career plan which will be reviewed regularly by the student, his or her parents, and the guidance counselor to ensure success for every student.
- We will continue to ensure that students receive exam accommodations when necessary.
- The curriculum coordinator, in collaboration with teachers and the guidance counselor, will analyze the results to increase the number of students writing more diploma exams.

Outcome:

Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Evaluation		
	2009	2010	2011	2012	2013	Achievement	Improvement	Overall
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	99.3	98.7	98.1	98.3	99.4	n/a	n/a	n/a
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	44.8	48.6	60.6	43.6	47.5	n/a	n/a	n/a

Comments:

On the whole, CFIS students are generally very enthusiastic learners of above-average ability.

Primary:

- Thirty of last year's Grade 3 students were provided with extra academic support through literacy groups and remedial intervention.
- There was a drop in the percentage of CFIS Grade 3 students meeting the Standard of Excellence in the past year's PAT results.

Elementary:

- Ongoing discussions and meetings with parents of students who needed accommodations resulted in a very high achievement level with respect to the percentage of CFIS students achieving the acceptable standard.
- Curriculum leader positions were developed and implemented to support pedagogical directors and teachers at CFIS. It is expected that this support will have a positive impact on CFIS students' PAT results in the future.
- A significant number of CFIS teachers are consistently sought after to work with Alberta Education to prepare examination questions as well as mark exams. This participation is an excellent professional development activity for the teachers involved, and impacts colleagues positively as well.

Secondary:

"Evaluation" is noted as "not applicable" because the Grade 9s didn't write all this year's PATs (except the French Language Arts exam) due to the June 2013 flooding. CFIS's Grade 9 students' FLA PAT results improved significantly this year.

Strategies:

Primary:

- Enhancing our early intervention in primary grades by identify our Kindergarten students needing literacy support earlier and providing them with one-on-one and small-group daily intervention by a teaching intern.
- The Learning Strategist position was created in September 2013. The role of the learning strategist is to follow students needing additional support and enrichment from Grades 1 to 6, to ensure that there is continuity and individual programming to meet the needs of individual students.

- Providing students with academic enrichment opportunities beginning in Kindergarten – using the Kindergarten interns, we will regroup students so that students demonstrating pre-reading skills are provided with opportunities for their readiness level.
- The Learning strategist will work with teachers on an enrichment model appropriate to their grade level and curriculum.

Elementary:

- Principals to meet with parents of students to ensure that programming needs are articulated and met from year to year.
- Implement a formal standardized reading evaluation program resource
- Continue to facilitate ongoing discussions and meetings with parents of students who need learning accommodations
- Principals to meet individually with teachers to review professional growth plans
- Teachers will develop student learning action plans
- Implement coaching/mentoring/peer observation processes
- Implement team teaching and small-group instruction (combined classes) for differentiated instruction
- Continue to add new technological tools (iPads, computer centres) to enhance learning and teaching environments
- Learning strategist to assist at the Elementary Division level to support teachers to review and implement best current teaching practices
- Incorporate professional development focusing on learning, teaching and sharing best practices at Elementary Division meetings
- Conduct professional development sessions re standardized assessment rubrics, to ensure evaluation consistency

Secondary:

- Curriculum Leaders will continue to support teachers to identify and implement strategies for student success in PAT exams.
- The Secondary Division's Principal and Assistant Principal will work with teachers to ensure that action plan and the teaching resources are in place.

Outcome:

Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Evaluation		
	2009	2010	2011	2012	2013	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.9	85.3	81.2	88.5	87.8	Very High	Improved	Excellent
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.	87.7	75.5	77.5	79.9	88.1	Very High	Improved Significantly	Excellent

Comments:

The ‘7 Habits’ program was implemented throughout the whole school during the 2012-2013 school year, from Kindergarten through to Grade 12.

Primary:

- Students learn and demonstrate citizenship and entrepreneurship through the UNESCO showcases and student-led conferences.

Elementary:

- A significant number of CFIS teachers participate in Alberta Education’s examination-question field testing, item writing, and marking-review groups. These are excellent professional development opportunities for our teachers.

Secondary:

- The implementation of the “7 Habits” program has improved the results on citizenship and entrepreneurship of students in the Secondary Division.
- CFIS students participated in a variety of activities that contributed to social consciousness-raising, such as Me To We, We Day Alberta, Take Your Kids To Work Day, and fundraising, for the Food Bank and other charitable organizations.

Strategies:

Primary:

- We will continue to do what we’re doing, along with further developing the “7 Habits” and “Leader in Me” initiatives.
- We will initiate more cross-grade-level partnership opportunities.
- We will submit an application this year to be a UNESCO member school.

Elementary:

- We will conduct professional development sessions with regard to standardized assessment rubrics to ensure evaluation consistency.
- We will implement an inquiry-based approach.

Secondary:

- We will continue ongoing ‘7 Habits of Highly Effective People’ and ‘The Leader in Me’ training for teachers, staff, parents, and students.
- We will schedule leadership classes on a regular basis for all Secondary Division students, to continue to provide leadership opportunities for these students.
- We will continue to strongly promote participation in the ‘Take Your Kids To Work’ program for Grade 9 students.
- We will continue to promote participation in We Day and will organize another ‘Mini We Day’ again this year.
- We will encourage the Secondary Division students, through their leadership classes, to provide their fellow students with opportunities to take part in school life and to model the characteristics of active citizens.
- We will continue to provide clubs during the lunch hour to promote students’ participation in school life.

Outcome:

The achievement gap between First Nations, Métis, and Inuit (FNMI) students and all other students is eliminated.

Strategies:

All Divisions:

- Review the collections in CFIS’s two libraries to ensure sufficient resources are present to support student learning with regard to First Nations, Metis and Inuit studies.

Elementary:

- Implement a differentiation approach.
- Continue to work at increasing students’ awareness of all the world’s cultures and ethnicities.

GOAL THREE:
Quality teaching and school leadership

Outcome:

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Evaluation		
	2009	2010	2011	2012	2013	Achievement	Improvement	Overall
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.	84.4	82.6	79.6	84.9	80.0	High	Maintained	Good

Comments:

All CFIS teachers, in all subjects, from Kindergarten to Grade 12, are certificated teachers. CFIS teachers and staff are strongly encouraged to serve as community ambassadors for the school.

All CFIS students in all grade levels are introduced to a broad program of studies, including art, music, and physical education, which support core subject learning.

Primary:

- Due to growth in the size of the student population, younger students were not provided with the same specialists in the past. Gross Motor Skills classes now take place on the gym stage for preschool and Junior Kindergarten classes.

Elementary:

- Student portfolios (Kindergarten through Grade 6) encourage students to reflect on all aspects of CFIS's program of studies.

Secondary:

- In the Secondary Division, students are introduced to a broad program of studies, including art, music, physical education, CTS and Advanced Placement courses.
- Senior High students and their parents are involved in course selection according to their career path.

Strategies:

Primary:

- Added Art to Kindergarten program
- Gym specialists for Kindergarten
- Music offered in preschool and Junior Kindergarten; taught by certified teacher starting in Junior Kindergarten.
- Use of the school's two gyms for Kindergarten to Grade 12 physical education programming
- Professional Growth: internship program; action research committee
- A second staff meeting per month will focus on professional development

Elementary:

- Continue to support and promulgate the “*codes de cooperation*” (created by CFIS students) for common expectations in common areas
- Continue to support and encourage student involvement in the codes and common areas
- Continue to support student-led conferences
- Implement a student code of conduct and the mutual respect policy in the coming months
- Improve faculty and staff performance appraisals and develop job descriptions to continue to improve performance
- Continue to emphasize and reinforce the Teacher Quality Standards
- Continue offering a variety of sports options and outside activities to reach all students

Secondary:

- Continue to involve parents in their children’s course selection at the Senior High level
Encourage teachers to offer more CTS and Locally-Developed Courses to meet all students’ needs
- Continue offering a variety of sports options and outside activities to reach all students

GOAL FOUR:
Engaged and effective governance

Outcome:

The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Evaluation		
	2009	2010	2011	2012	2013	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.1	79.6	76.7	83.6	85.0	Very High	Improved	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.0	89.6	88.1	93.5	91.6	Very High	Maintained	Excellent

Comments:

CFIS is proud of its results with respect to parental involvement and collaboration. We are very fortunate to have a dedicated group of staff working in a true partnership with parents who make every effort to support, encourage and inspire their children.

Strategies:

- Continue to strongly encourage parental involvement in structured and unstructured opportunities.
- Celebrate and communicate CFIS's success stories utilizing various vehicles, including the monthly Notre Monde, newsletter and other media
- Improve the school's website to accurately reflect the vibrancy of the school (utilizing video and photos)
- Effectively market the value-added aspects of the school to current and new families
- Continue to improve CFIS's on-line offerings to enable parents to engage with the school more efficiently
- Continue to refine admissions procedures with a view to ease of use for our parent community
- Establish a stronger focus on internal leadership
- Encourage all faculty and staff to focus on their own performance, strengths, and personal and professional growth

Primary:

- Monthly updates/discussions with each student's parents.

Secondary:

- The Principal will meet with each Grade 9 parent to discuss the student's career plan and the student's post-secondary path needs.
- Encourage all faculty members to keep in regular communication with parents about each student's strengths and areas for improvement.

Outcome:

Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Evaluation		
	2009	2010	2011	2012	2013	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.9	89.3	87.1	93.5	90.5	Very High	Maintained	Excellent
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.4	72.5	64.4	80.8	82.9	Very High	Improved Significantly	Excellent

Comments:

CFIS is proud of its results with respect to the provision of a safe and healthy learning environment, and recognizes that to continue to achieve these results, and to achieve the school's mission, a safe and respectful learning and teaching environment must be provided for all members of the CFIS community. This environment is one where all students, employees, parents, visitors and Board members are committed to treat all others with mutual respect, dignity, and equity, free from fear of harassment or discrimination, and expect to be treated in the same manner. Thus, in March of 2013, the CFIS Society's Board of Directors approved a Mutual Respect Policy which applies to all members of the CFIS community, including students, parents, employees, visitors and Board members; and to all activities occurring on CFIS property, during CFIS extra-curricular activities, CFIS arranged transportation and CFIS social events. The policy applies to in-person communications as well as those occurring by e-mail, telephone, or otherwise in writing.

Members of the CFIS community are expected to:

- a. Treat one another with dignity and respect at all times, regardless of their race, ancestry, place of origin, colour, creed, gender, sexual orientation, age, marital status, family status or disability;
- b. Demonstrate courtesy, integrity, respect, self-discipline and consideration of others;
- c. Respect the needs of others to work in a positive learning and teaching environment; and
- d. Respect school property and the property of others.

The following are unacceptable behaviours at CFIS:

- a. Bullying, physical aggression, including pushing, grabbing, kicking, hitting, pinching, spitting, tripping or other physical acts performed with ill intent;
- b. Intimidation, including verbal or physical threats;
- c. Discrimination, including treating any individual or group of individuals in an unfair way, with reference to items in Paragraph 4.a.;
- d. Harassment (verbal, non-verbal, cyber, sexual or otherwise), that demeans, humiliates or embarrasses another person such that a reasonable person should know the conduct is unwelcome or inappropriate in a school setting;
- e. Bullying, including cyber-bullying, that consists of repeated aggressive or negative behavior targeted at an individual or a group of individuals, such that the behavior would reasonably be expected to create fear in, or result in harm to, the targeted individual or group of individuals; and
- f. Social alienation, including gossiping, humiliation, social rejection, threat of exclusion from peer group, embarrassing others, and/or excluding others on the basis of irrelevant considerations.

Strategies:

Primary:

- Increased supervision on playground; smaller groups in cafeteria; increased cross-grade partnerships

Secondary:

- Continue with '7 Habits' and 'Highly Effective People' programs with all our students
- Continue to promote leadership within our students through their active participation in school life
- Develop mentorship program with our Senior High students to promote caring and respectful environment with Junior High students
- Continue to celebrate through our weekly assembly students who demonstrate caring and respect to others in the school or in the community

Future Challenges

CFIS normally announces the coming school year's tuition fees in November or December of the prior year. However, in light of the financial hardship caused by the late-in-the-day provincial funding cut, CFIS will not be announcing its 2014-2015 tuition fees until April of 2014. This could potentially result in families deciding to transfer their children to other schools, rather than waiting until April to see if they can continue to afford CFIS's tuition fees.

Funding to CFIS from Alberta Education, and indeed to all Level 2 accredited private schools in Alberta, was reduced in March 2013 by approximately 10 percent. This previously unannounced cut took CFIS Administration by surprise, and resulted in a decrease in planned programming and services for the 2013-2014 school year, given that CFIS had announced its 2013-2014 tuition rates in December of 2012 and was unable to make up the lost funds with a tuition fee increase.

Summary of Financial Results

The number of students for the 2012-2013 school year increased by 82 from the previous school year. CFIS continued with its plan to increase teachers' salaries to align them with current market rates.

Copies of the CFIS Society's audited financial statements are available from Janet Crofton, Director of Finance and Business Operations, by e-mailing jcrofton@cfis.com, or by calling 403-240-1500 (ext. 135).

CFIS's 2012-2013 Revenues and Expenses

Revenue

Tuition & Fees	7,291,619	62%
Government Funding	3,296,218	28%
Business Units	551,657	5%
School Programs	536,643	4%
Donations & Fundraising	38,448	1%
	11,714,585	100%

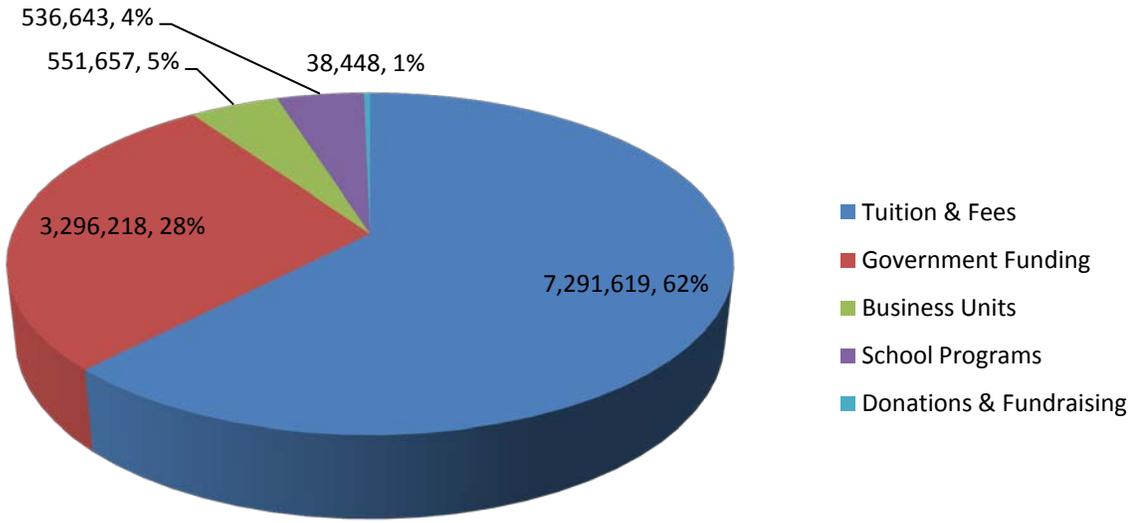
Expenses

Teaching Salaries & Benefits	5,576,406	49%
Teaching Expenses	329,742	3%
General & Administration	1,968,038	17%
Lease	1,026,208	9%
Maintenance	774,899	7%
Business Units	458,866	4%
School Programs	1,233,895	11%
	11,368,054	100%

Capital Purchases

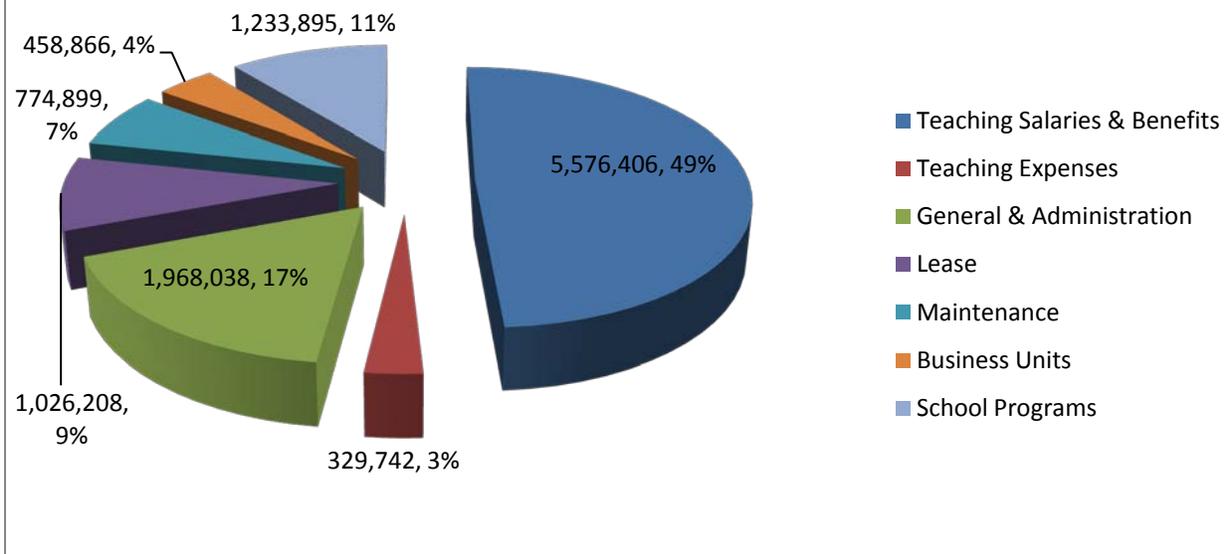
Musical Instruments	4,770	1%
Furniture, Fixtures & Equipment	45,687	14%
Computer Equipment	110,064	33%
Vehicle	85,354	25%
Leasehold Improvements	92,527	27%
	338,402	100%

CFIS's 2012-2013 Revenues



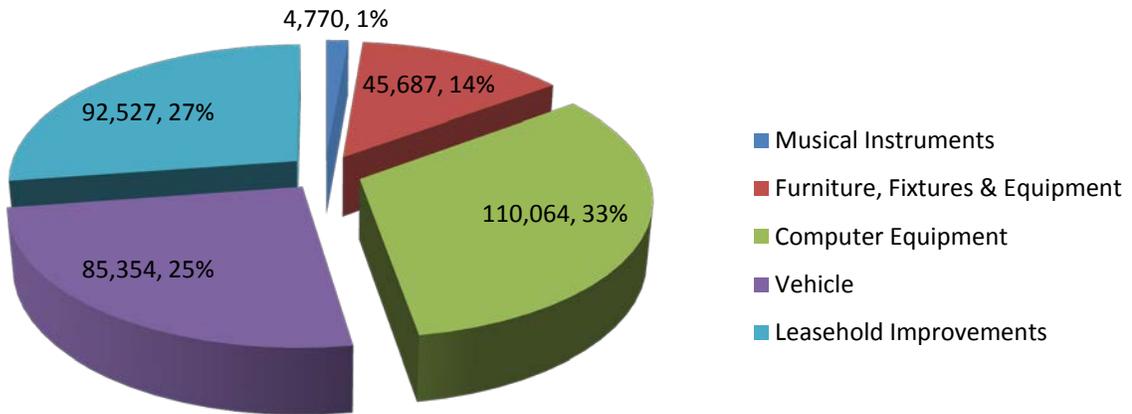
Tuition & Fees	7,291,619	62%
Government Funding	3,296,218	28%
Business Units	551,657	5%
School Programs	536,643	4%
Donations & Fundraising	38,448	1%
	11,714,585	100%

CFIS's 2012-2013 Expenses



Teaching Salaries & Benefits	5,576,406	49%
Teaching Expenses	329,742	3%
General & Administration	1,968,038	17%
Lease	1,026,208	9%
Maintenance	774,899	7%
Business Units	458,866	4%
School Programs	1,233,895	11%

CFIS's 2012-2013 Capital Purchases



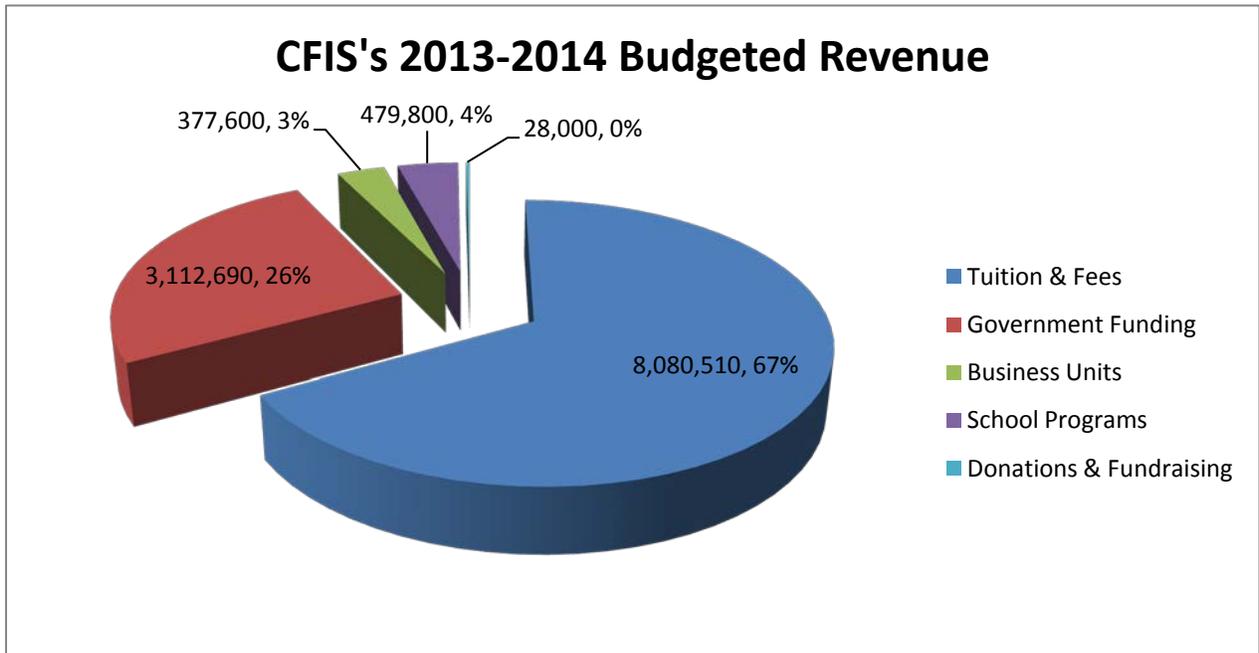
Musical Instruments	4,770	1%
Furniture, Fixtures & Equipment	45,687	14%
Computer Equipment	110,064	33%
Vehicle	85,354	25%
Leasehold Improvements	92,527	27%

CFIS's 2013-2014 Budget Highlights

Tuition increases across all levels were set for six percent. However, a reduction in Alberta Education funding restricted the ability of the school to implement key initiatives identified in the strategic plan.

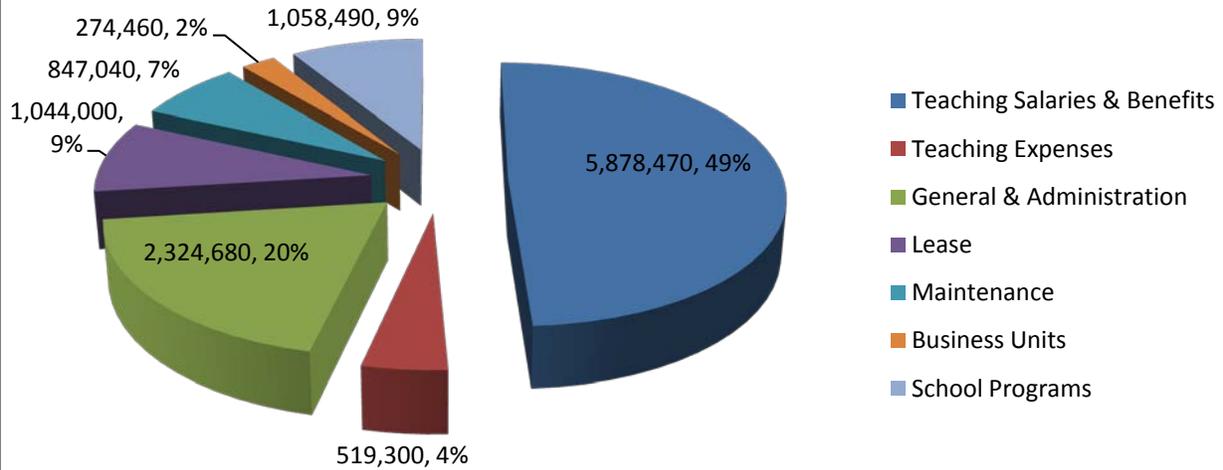
Salaries of faculty and staff were increased by one percent, to continue the school's efforts to maintain salaries at market rates.

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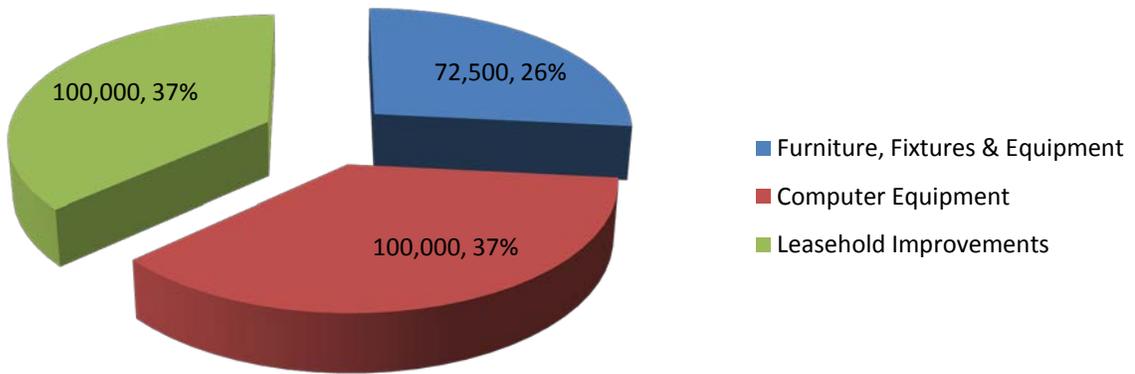
Tuition & Fees	8,080,510	67%
Government Funding	3,112,690	26%
Business Units	377,600	3%
School Programs	479,800	4%
Donations & Fundraising	28,000	1%

CFIS's 2013-2014 Budgeted Expenses



Teaching Salaries & Benefits	5,878,470	49%
Teaching Expenses	519,300	4%
General & Administration	2,324,680	19%
Lease	1,044,000	9%
Maintenance	847,040	7%
Business Units	274,460	2%
School Programs	1,058,490	9%

CFIS's 2013-2014 Budgeted Capital Purchases



Furniture, Fixtures & Equipment	72,500	27%
Computer Equipment	100,000	37%
Leasehold Improvements	100,000	37%

Parental Involvement

CFIS is fortunate to have an eager, committed, and community-minded staff group and corps of parent volunteers, and this strong sense of civic spirit has been imparted to CFIS students.

CFIS's parent volunteer group, known as the CFIS Community Builders, or CCB, plays a large role at the school. The CCB is the school's umbrella organization for a diverse group of volunteers who serve on committees including Administrative Procedures Review, Musical Production, Parking Lot Safety, Pizza Lunch, Staff Appreciation, and Welcome Ambassadors. Parents also volunteer in less formalized roles in the school's two libraries, the art room, and the music room. A group of parents also bands together each year to plan and execute the school's annual fundraising gala, which is a monumental task that requires hundreds of hours of effort. Parents also coordinate the school's annual Scholastic book fair, magazine campaign, and grocery card program, serve as classroom representatives, and coach various athletic and debate teams. All told, each year CFIS parents devote tens of thousands of hours to the school. The ongoing commitment of the school's parent group is truly worthy of note.

As well, CFIS is governed by a 14-person Board of Directors, of which twelve of the 14 members are parents of children attending the school.

Timelines and Communication

This document was compiled by CFIS's Head of School, in collaboration with the Division Principals and Director of Finance and Business Operations. It was submitted for review to the CFIS Society Board on November 15, 2013. It was approved by the Board on November 20, 2013, and was submitted to Alberta Education on November 21, 2013.

The combined report is available on CFIS's website, at:

<http://cfis1.com/main/images/stories/ourSchool/2013-11-15aerrand3yepfinal.pdf>