

Living Truth Christian School

Annual Education Results Report

2019-2020

& Three Year Plan

2020-2023



Guiding Vision of Education

Within the Christian school movement there are different goals that impact each school's approach towards education. Some exist for the purpose of academic achievement seeking a traditional approach towards education that has come out of our Christian heritage. Some Christian schools have been established for the purpose of evangelism. Other schools exist to maintain a larger community goal, such as keeping the families of the church together or creating a school community where their children are not as influenced by other belief systems or morality during their formative years.

Though elements of all the above goals can and will be a part of our experience in our Living Truth Christian School, our foremost goal is that of discipleship. Our children will do well academically because we often take a traditional approach in our teaching. We will see kids come to Christ through our educational relationship. We are part of the larger community of the body of Christ and we are an educational community sheltered from many of the attitudes and secularism that are part of the foundation of our public system. Nevertheless, our goals are to prepare our children for a life that will bring Christ to this fallen world and bring about real change and impact. This can only be done by following the orders of Jesus to "...go and make disciples of all nations, baptizing them...and teaching them to obey everything I have commanded you" (Matt. 28:19-20).

There are three aspects to our schools that make us distinct and enable discipleship to thrive:

- Christian Educators: In order for true discipleship to occur we need true disciples to lead the way.
- Christian Worldview Infused Curriculum: In order for our children to see their world in the way God created it, we need to present a curriculum consistent with our worldview.
- Christian Environment: Part of our task is to create a safe environment where our children can learn about this world. We must develop disciples who can gradually interact and eventually engage this world system for true and lasting change.

Accountability Statement

This Annual Education Results Report for the 2019/2020 school year and the Education Plan for the three years commencing September 1, 2020 for the Living Truth Christian 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 Report for the 2019/2020 school year and the three-year Education Plan for 2020-2023 on November 17, 2020.

Prepared by
Mrs. Laurie Jefferies
Principal

Signed by
Mr. Nathanael Polson
Board Chair, Living Truth Christian School Society

Profile of Living Truth Christian School Society

Living Truth Christian School began as a Koinonia school in 2009 in Flagstaff County, Alberta, serving rural communities such as Sedgwick and Killam. In the summer of 2012, the school had the opportunity to relocate to a vacated 13 classroom public school facility in the hamlet of Mirror, about halfway between Lacombe and Stettler. That summer, the Living Truth Christian School Society also invited the Heritage Christian Online School/Kelowna Christian Centre Society from Kelowna, BC to merge its new Alberta division into the LTCS Society. In spite of small numbers, LTCS had a great year, serving 12 students from Grade 1 to Grade 12. The new relationship with the Heritage Christian Online School brought both financial resources and digital content to bolster the LTCS program.

Besides developing the new LTCS Mirror campus in the 2012-2013 school year, the Living Truth Christian School Society was focused on preparing to launch the Alberta Christian Online School. In September 2013, the Roots Homeschooling program, which had been operating in the Calgary area for 18 years, also became a part of the ministry of the Living Truth Christian School Society. By September 2014 the LTCS campus school had grown to 43 students from Kindergarten to Grade 12, the ACOS online program was serving about 160 full-time and part-time students, and the Roots home education program had grown to about 300 students.

However, when the relationship between Heritage Online Christian School and the LTCS Society ended in 2015, parents of current students stepped forward and LTCS is now a parent-run school. ACOS Online Program and Roots Homeschooling Program both chose other alternatives effective September 1, 2015. We are now a solely campus school and we had 57 students and 7 teachers (4.5 FTE) in the 2019-2020 school year.

Living Truth Christian School will be focusing on stability and on-going growth as a campus school while ensuring we offer quality educational opportunities for our students in grades K-12. Laurie Jefferies has been the principal since March 2017 and Nathanael Polson continues as our board chair.



Chapels & Bible Courses

Chapels and Bible courses are a very important feature of the Living Truth Christian School. The Living Truth Christian School Society Statement of Faith gives parents a clear understanding of what Christian teachings their children will experience in Chapels and Bible courses.

Junior/Senior High Chapels in 2019-2020 consisted of a worship time led mostly by students and a variety of pastors and camp ministries were invited to speak to the students. Elementary chapels were led by teacher Mr. McDowell and included worship time, bible drills, and bible story teaching.

LTCS Society Statement of Faith

1. We believe that the Bible, containing the 66 books of the Old and New Testaments, is the only inspired, inerrant, infallible Word of God and is the final authority on the Christian faith and life. (II Timothy 3:16; II Peter 1:21).
2. We believe there is only one God, who exists eternally in three equal persons — Father, Son, and Holy Spirit — and who created out of nothing the heavens and the earth and all that is in them by the power of His spoken word (Genesis 1:1; Genesis 1:26; Psalm 33:6; Matthew 28:19; John 1:1-3; Mark 1:9-11; Hebrews 11:3).
3. We believe that Jesus Christ is both true God and true man (Exodus 3:13-15 and John 8:58-59; John 1:1-18; John 10:30-33; Galatians 4:4-5; Philippians 2:5-8; Hebrews 2:14-18). We believe in His virgin birth (Isaiah 7:14; Matthew 1:18-23; Luke 1:26-35); His sinless life (Hebrews 4:15; Hebrews 7:26); His miracles (John 2:11); His substitutionary death (Romans 4:25; Romans 5:8; Galatians 3:13-14; Hebrews 2:9); His physical resurrection (Luke 24:39-43; I Corinthians 15:1-22); His ascension to the right hand of the Father (Mark 16:19; Luke 24:50-53); and His personal, visible, and bodily return in power and glory to judge the living and the dead (Acts 1:11; Revelation 20:11-15; Revelation 22:12).
4. We believe that men and women were created by God in His own image (Genesis 1:27; Genesis 9:6), that marriage was instituted by God whereby a man and a woman are joined together in lifelong commitment to faithful companionship, and that Biblical marriage is the only legitimate and acceptable context for sexual intimacy (Genesis 2:20-24; Matthew 19:4-6; Romans 7:2; I Thessalonians 4:1-8; Hebrews 13:4).
5. We believe men and women were created in the image of God, after His likeness, and therefore have transcendent, intrinsic worth. (Gen. 1:27) The unjustified destruction of any human being from conception to natural death (e.g., through abortion, embryonic stem cell research, cloning, doctor-assisted suicide, etc.) is wrong. (Ex. 21:22)
6. We believe that all men and women are born spiritually separated from God because of sin (Genesis 3:23-24; Romans 3:10-12; I John 1:8-10), and are incapable of being reconciled to God apart from the work of Jesus Christ (Romans 5:6-8; Acts 4:12; Ephesians 2:1-5). We believe that man is justified (declared righteous) by God on the single ground of the righteousness of Jesus Christ (namely, His sacrificial and atoning death on the cross to pay the penalty for sin, and His perfect obedience, received by faith apart from works. (Isaiah 53:1-12; Jeremiah 23:6; Matthew 20:28; John 3:16-19; John 5:24; Romans 3:21-26; Romans 4:1-3; Romans 5:8-19; Romans 10:1-10; I Corinthians 1:30; II Corinthians 5:21; Galatians 2:21; Ephesians 2:8-9; Philippians 3:9; I John 4:10).
7. We believe that ultimately God will judge the living and the dead. Those who are saved will rise to eternal life, and those that are lost to eternal punishment (Matthew 16:27; John 5:28-29; Matthew 25:46; I Corinthians 15:12-17).
8. We believe that the Church, the body of Christ, consists of all true believers. (I Corinthians 12:12-13; Ephesians 2:19-21; Hebrews 10:25)
9. We believe in the presence and power of the Holy Spirit, who indwells believers enabling them to live a Godly life (Romans 8:13-14; I Corinthians 3:16; I Corinthians 6:19-20; Ephesians 2:10; Ephesians 5:15-21).

While LTCS acknowledges and respects the legitimate differences that exist within evangelical theology, only the above doctrines will be taught as truth in our school. *Above statements use some wording from the following organizations' statements of faith: Koinonia Christian Schools, Evangelical Fellowship of Canada and Stand to Reason

LTCS Highlights for 2019-2020

- Enrollment stayed steady at 57 students
- Continued participation in ASAA and Wolf Creek Junior High Sports
- Robotics – Belgrave Christian Heights School in Australia blessed our school with some robotic kits, and we were able to offer a junior high robotics option
- Elementary performed a successful Christmas musical after hours of practice.
- When Covid-19 restrictions closed our school, we transitioned to at-home/online instruction. It was a steep learning curve for many of our staff and families, but we were pleased with how well it went.

Trends/Comparisons and Issues

Living Truth Christian School

Facility and Capital Plans

We currently rent an excellent older ex-public school building, with all the necessary space for classes, gym, washrooms, playgrounds, administration, and library that suits our needs very well. The society is considering the options for purchasing the school. We replaced a third bus in the spring of 2019 in order to have a reliable bus as a back-up. Improvements such as painting, curtains and such are primarily done by volunteers. All of the lighting was updated in 2019-2020 through the combined resources of a government grant and the building owner. We were able to continue to employ our Educational Assistants during the Covid shut down and get a few projects done. The gym walls were painted and the books in the library were barcoded and organized.

Bus program

We believe that a strong bus program is key to the long-term growth of LTCS. We currently own three buses and run two bus routes. One route is focused on Clive and surrounding area while the second route starts north west of Clive and heads to Alix and then Mirror. We also appreciate the excellent repair services of Kerry's Mechanical in Mirror when our buses need work.

Tuition

Tuition is a necessary part of our finances to help cover the actual costs of education. Families sacrifice to pay all, or part of the tuition costs based on their circumstances. We work with families that are not able to pay full tuition so that their children are still able to attend LTCS.

Donor Base & Fundraising

As a small percentage of families that desire for their children to attend LTCS are not able financially to pay tuition we need to develop a strong donor base to bring in the necessary funds to subsidize these students. In 2019-2020, a significant amount was again raised through diverse fundraising efforts and we were blessed with by a 2nd year of a strong benefactor relationships.

Professional Learning Community

As a small school, we focus on one school wide topic each year. In 2019-2020, our focus as a teaching staff was on classroom management and we studied the book *Classroom Management: A Thinking and Caring Approach* by Barrie Bennett & Peter Smilanich together to help improve our effective classroom management practices.

Average Class Size Report

LTCS had the following grade combinations and enrolment as of September 30, 2019.

<i>Kindergarten</i>	<i>6 students</i>
<i>Grade 1-2</i>	<i>9 Students</i>
<i>Grade 3-6</i>	<i>13 Students</i>
<i>Grade 7 – 9</i>	<i>14 Students</i>
<i>Grade 10-12</i>	<i>14 students</i>
<i>Total</i>	<i>56 Students</i>

Average Class size: 11.2 Students

Whistleblower Report

In keeping with the Public Disclosure Acts (2013) we are pleased to report that we have had no disclosures in 2019/2020. For more information on this legislation, see www.yourvoiceprotected.ca

Communication

We have a history of strong communication between parents and the school through email, hard copy notes, monthly newsletters, report cards, and Parent-Teacher Meetings. There is a strong, caring relationship between staff, board, parents and students. Our school community believes in easy access, volunteerism and parent involvement; this contributes to continual opportunities for ongoing communication.

Parental Involvement in AERR & 3 Year Plan

We are a primarily parent run Society Board and the AERR and 3 Year Plan was discussed with and received input from the Society board in the October and November 2020 board meetings and is posted on our website.

Parents can access the plan at: <http://livingtruthchristianschool.ca/>

Income and Expenses in 2019-2020

To receive more detail on the information presented below or to review the audited financial statements contact the school office at 403-788-2444 or info@livingtruthchristianschool.ca

LIVING TRUTH CHRISTIAN SCHOOL SOCIETY SUMMARIZED
FINANCIAL STATEMENT OF OPERATIONS FOR THE YEAR
ENDED AUGUST 31, 2020

	2020-21 Budget	2019-20 Actual	2018-19 Actual
Revenue			
Alberta Education Grants	\$473,948	\$412,211	\$390,916
Fees	\$103,200	\$100,120	\$98,915
Donations & Fundraising	\$65,000	\$134,262	\$145,680
Other	\$5,500	\$9,270	\$8,619
Total Revenues	\$647,648	655,800	\$644,133
Expenses			
Salaries & Benefits	\$488,592	\$429,401	\$425,821
Services, Contracts & Supplies	\$146,000	\$182,657	\$184,493
Total Expenses	\$635,092	\$612,058	\$610,314
Surplus (Deficit)	\$12,556	\$43,742	\$33,819

Comments: We are very pleased with our financial stability over the past two years and the surplus we have built up. This allowed us to start the 2020-2021 school year in a strong financial position. We do continue to rely on tuition and strong fundraising efforts to meet our financial obligations. We have also worked to keep our costs relatively stable while still running a strong educational program for our grade K-12 students. We were able to run two matching grant campaigns last year thanks to two different benefactors. These relationships have been a blessing to our school and helped us meet our expenses and grow our surplus. The 2020-2021 budget is a conservative budget to allow for change in student enrollment numbers if needed.

Annual Education Results Review (AERR) & 3 Year Education Plan

Accountability Pillar Results for 0233 Living Truth Christian
School Society Report Date: November 17, 2020

Note Regarding LTCSS Accountability Pillar Results & 3 Year Education Plan

The reporting tools developed by Alberta Education work best with a large number of students. As such, our enrolment in most grades is low enough that many results are suppressed to protect the students involved. This means that the charts show many “n/a” or not applicable results. Teachers, however, all have access to the individualized personal results for adjusting programming and to improve opportunities for student engagement.

Due to Covid-19 at-home learning from March 15, 2020 until the end of the year, PATs and June diplomas were not held. As a result, we have no data for these categories.

Due to the change in format for the Education Plan, we did not add many 1st year strategies. Instead, we will be working continuing to implement what we have started in previous years. Then, between now and May 2021 we will meeting with stakeholders to create an Education Plan in the new format which will also have some local goals.

Mrs. Laurie Jefferies

Principal of Living Truth Christian School

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Living Truth Christian 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	Safe and Caring	96.0	96.3	96.2	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	86.0	90.4	85.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	95.7	95.3	94.4	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	3.4	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	*	*	22.1	79.7	79.1	78.4	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	87.0	76.7	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	10.9	12.7	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	71.4	71.4	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	7.1	7.1	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	*	9.6	56.4	56.3	55.6	*	*	*
	Rutherford Scholarship Eligibility Rate	*	*	n/a	66.6	64.8	63.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	42.1	*	n/a	60.1	59.0	58.5	Low	n/a	n/a
	Work Preparation	100.0	96.3	98.8	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	95.3	96.6	94.9	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	100.0	94.8	98.0	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.9	95.2	91.8	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.9	70.5	72.7	87.0	n/a	76	n/a	n/a	n/a	77	80	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.4	11.4	15.9	10.9	n/a	19	n/a	n/a	n/a	20	20	20

Comment on Results

Unfortunately, due to the cancellation of June PATs and diplomas we do not have results from the 2019-2020 school year.

Strategies

- 1) Year 3: Work on multiple choice strategies in secondary humanities courses.
- 2) Year 3: We are expanding our literacy focus this year with continued Grade 3-6 reading comprehension in different genres focus and increased individual pull-outs for one-on-one reading practice in Grades 1-2.
- 3) Year 2: Work on adding released PAT questions to grade 6 and 9 reviews and tests by individual classroom teachers.
- 4) Year 2: Investigate running field tests for PATs and start with one or two teachers to evaluate benefit to students and staff. (We are not offering PATs in 2020-2021 because of Covid-19 and so we will reassess this strategy next year.)
- 5) Year 1: After 3 years of focusing on math literacy, we are switching our focus to writing skills, particularly in elementary grades.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	*	*	71.4	n/a	82	n/a	n/a	n/a	83	83	83
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	*	*	7.1	n/a	21	n/a	n/a	n/a	22	22	22

Comment on Results

Unfortunately, due to the cancellation of June PATs and diplomas we do not have results from the 2019-2020 school year.

Strategies

- 1) Year 3: Using diploma exam rubric for essay writing starting in grade 10 (English & Social) and implement intentional diploma practice and preparation earlier in the semester to help prepare students for writing their diploma exams (especially in the humanities).
- 2) Year 2: Encourage staff to consider marking opportunities for diploma exams. Then, as staff take advantage of the opportunity, share feedback on usefulness of experience for informing teaching practice.
- 3) Year 2: Investigate running field tests for diplomas and start with one or two teachers to evaluate benefit to students and staff.

Notes:

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

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	19.2	24.9	*	*	100	*	*	*	100	100	100
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	19.2	0.0	*	*	79	*	*	*	80	80	800
Drop Out Rate - annual dropout rate of students aged 14 to 18	6.6	10.1	0.0	0.0	0	0	Very High			0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	*	*	42.1	74	Low	*	*	76	76	76
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	60.0	n/a	*	*	*	94	*	*	*	95	95	95

Comment on Results

As we regularly have 6 or less graduates, many of our numbers have been suppressed. Up until 2017, our numbers also reflected the homeschool students that were part of our school family (many homeschoolers complete a traditional program but don't earn a diploma which is reflected in the low results of those years). As we are currently only running a campus school, we keep track of our graduates and celebrate their successes with them - for some that is entrepreneurship, for others it is taking a gap year before starting post-secondary or for others, attending an alternate program such as YWAM (Youth With a Mission). We have three alumni that have or will be attending YWAM programs in New Zealand, Japan and Los Angeles.

Strategies

- 1) Year 3: Attend Skills Alberta in Edmonton to provide students with exposure to the many trades that are available for them. We are now attending in alternating years with all of grades 7-12.
- 2) Year 2: Implementing the Green Certificate program at our school so that students with an interest in Agriculture have the opportunity to learn important skills and provide real-life, hands-on experiences in Agriculture.
- 3) Year 2: Strengthen our work experience program by expanding to new employers and reviewing the paperwork and follow-up procedures. COMPLETED
- 4) Year 1: Encourage students to explore post-secondary options career transitions through grad planning, presentations from Bible Schools, and participation in career fairs (i.e. Red Deer College and Red Deer Koinonia School).

Notes:

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

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.1	92.5	95.5	96.6	95.3	98	Very High	Maintained	Excellent	98	98	98

Comment on Results

We are pleased with our continued strong results in the area of active citizenship.

Strategies

- 1) Year 3: Connecting with a sister school in Australia, Belgrave Heights Christian School with potential for exchanges in the future.
- 2) Year 1: Each class will complete a minimum of one service project during the school year. In addition, we will continue to encourage positive attitudes towards organic community service as it naturally occurs during the year.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	n/a	n/a	*	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	n/a	n/a	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	*	*		*	*	*			

Comment on Results

As we have low numbers of self-identified FNMI students, our results are suppressed.

Strategies

- 1) Year 3: Use the resources purchased (lacrosse equipment, textbooks, maps) and knowledge gained last year through the Reconciliation grant we received to engage in learning activities for students to understand and commemorate the history of the lands in Central Alberta, with an emphasis on Indigenous history and perspectives.

Notes:

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

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	*	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	*	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI 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 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

<p>Comment on Results <i>Although we have few to none FNMI students registered over the years we desire to develop an acceptance and understanding of all cultural communities.</i></p>
<p>Strategies <i>See previous performance measure.</i></p>

Notes:

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

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	77.9	75.9	88.7	90.4	86	92	Very High	Maintained	Excellent	93	93	93

Comment on Results

It is always a challenge for a small rural school to offer a broad program of studies, so we are very pleased that teachers and parents are very satisfied with our efforts in this area. Students were slightly less satisfied last year with choices available.

Strategies.

- 1) Year 3: Offering junior high music, junior and senior high Spanish and senior high Cosmetology programs on a two or three year cycle.
- 2) Year 3: Partnering with our sister school in Australia to offer Robotics introductory course for junior high students.
- 3) Year 2: Beginning a mechanics program by offering basic courses and investigating options for future growth.
- 4) Year 1: We will continue to poll junior and senior high students to see what options they would like to take and then do our best to offer those options. In 2020-2021, we are offering Art, Foods, Digital Design, Stagecraft, Outdoor Ed, Rec Ed, German 10 as well as a few individual senior high option credits to meet specific student interest.

Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	79.0	96.6	95.5	96.3	96.0	97	Very High	Maintained	Excellent	98	98	98
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.1	92.4	95.6	95.3	95.7	98	Very High	Maintained	Excellent	98	98	98
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.	100.0	100.0	100.0	96.3	100.0	100	Very High	Improved	Excellent	100	100	100
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	100.0	95.1	100.0	96.1	100.0	100	n/a	n/a	n/a	100	100	100
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	97.5	99.1	100.0	94.8	100.0	100	Very High	Improved	Excellent	100	100	100
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.	79.2	88.4	91.8	95.2	91.9	94	Very High	Maintained	Excellent	95	96	96

Comment on Results

We are pleased to have maintained or improved our results in this outcome. We need to continue the work we are doing to maintain strong relationships between staff, parents and students and to continually be striving for excellence in the education we offer.

Strategies

1) Year 3: Continue the position of a Volunteer Coordinator in order to better utilize and coordinate our parent and community volunteers (i.e. classroom, library, field trips, front office, maintenance, hot lunch program, fundraisers etc.)

2) Year 3: Teachers continue to implement use of Remind, Google Calendar & Schoology as tools for teacher/parent/student communication

3) Year 2: Professional Development Focus for 2019-2020 school year was Classroom Management (resources include: Classroom Management: A Thinking and Caring Approach by Barrie Bennett and Peter Smilanich; and in-house PD session with school psychologist) with the goal of a continued learning environment that is safe, caring, and respectful. In 2020-2021, we will refer to the concepts learned in order to continue to improve our classroom management.

4) Year 2: Creation of a Quiet Room which students can use to help them regulate themselves as needed.

5) Year 1: Mental Health focus - We have partnered with a local Christian psychotherapist to offer counselling twice a month at the school at no cost to parents. We will also be accessing other mental health training resources for staff.

Notes:

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