

Profile

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	524.500	Custodial	3.938000	Salaries	\$3,358,966	91.60%
Weighted	563.512	Exempt	0.000000	Supplies, Equip., Services	\$307,860	08.40%
Regular	547	Support	6.506000			
		Teacher	<u>23.921000</u>			
Year Opened		Total	34.365000	Total	\$3,666,826	100.00%

School Philosophy

Believing that Jesus is Lord of All Things, the mission of all Edmonton Christian Schools is to educate students for "joyful and responsible service to God and society." We believe that it is important that our students develop an attitude of service, doing everything as unto the Lord (i.e., giving one's best). We are committed to addressing all learning through the lens of Creation, Fall, Redemption and Restoration. We believe God has blessed each person with unique gifts and talents to be developed and used in God's service for the betterment of society. We provide a rigorous and diverse educational program that invites students to enter into a personal and meaningful relationship with Jesus Christ. We equip them to make informed Christian choices based on ECS throughlines i.e. Earth-Keeper, God-Worshiper, Justice Seeker... Our program is a partnership between the home, the school and the church. Together, we promote physical health, nurture creative talents, equip students with relevant skills and challenge students to live faith-centered lives.

Community Profile

Edmonton Christian West School is located in the McQueen community of West Edmonton and is one of three schools in the Edmonton Christian Schools' Alternative Program. In partnership with the Edmonton Public School Board, the Edmonton Society for Christian Education (ESCE) remains responsible for preserving the integrity of the schools' Christian vision and mission. The ESCE also owns and maintains all school buildings, as well as the school bus fleet for our students outside of the city limits. Edmonton Christian West School actively encourages parental, church, and community involvement in all school activities. The school is non-denominational and welcomes students from all Christian backgrounds and traditions.

Programs and Organization

Edmonton Christian West School offers a broad spectrum of curricular and extra curricular programs designed to reinforce the reality that God is Lord of All Things. The cornerstone of our programs and practices is to ensure high levels of learning that emphasize student engagement, critical thinking and curricular service-learning by all students. Staff is provided with training to ensure the Alberta Program of Studies is grounded in the "Teaching for Transformation" vision for Edmonton Christian Schools. Partnering with the Prairie Centre for Christian Education, staff collaboratively plan and deliver an intentional curriculum that focuses on essential learning outcomes, utilizing through lines (Christian themes), and ensuring assessment alignment that is embedded in a biblical framework. Curricular and extracurricular activities provide opportunities for students to connect with community organizations and have real-life learning experiences.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Edmonton Society for Christian Education Mosaic Centre and Mustard Seed Prairie Centre for Christian Education

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

Priority 1: Build on outstanding learning opportunities for all students.

By June 2023, our teachers will expand their ability to recognize, support and meet the needs of complex and diverse learners in the areas of literacy and numeracy.

S-All teachers will continue our school wide focus on developing and implementing Deeper Learning principles that are congruent to our mission and vision. These include: mastery of core literacy and numeracy learning outcomes, critical thinking, problem solving, collaboration, communication, self-directed learning and growth mindset.

M-All teachers will participate in common planning and teaching practices in the core areas of: challenge, engagement and empowerment. HLAT's, CAT 4 results, SLA's, literacy benchmarking and PAT scores will show improved results compared to the previous three year averages.

A-Teachers will strive to enhance their current teaching practices through subject level collaboration examining scope and sequencing, essential learning outcomes, course calendars, intervention strategies and assessment practices.

R-Every student will produce evidence of learning that demonstrates their knowledge of curricular outcomes from Deeper Learning designed lessons.

T-This collaborative work will represent much of the professional development work teachers will participate in during our weekly staff meetings and professional development days this year, beginning in August 2022 and continuing through June 2023.

Results Achieved:

Our professional development work at weekly staff meetings and during our PD days was focused on creating learning activities targeted to curricular outcomes that deeply engaged our students, provided students choices in how to demonstrate their learning and fostered our students to grow in: critical thinking, problem solving, collaboration, communication, self-directed learning and mindset.

HLAT results saw a small improvement: 89.4% At or Above Grade level (previous 87.3%), 9.2 % Below Grade Level (previous 11%), 1.4% Absent or Exempt (previous 1.6%)

CAT 4 Results (Fall then Spring) saw a small improvement overall, but our total math results still need to worked on:

- Reading: Stanine 4 and Above: 77.5% to 79.3%, Below Stanine 4: 18.1% to 18 %
- Mathematics: Stanine 4 and Above: 81.9% to 84.3%, Below Stanine 4: 14% to 10.7%
- Computation: Stanine 4 and Above: 78.7% to 81.4%, Below Stanine 4: 17.5% to 11.5%
- Total Math: Stanine 4 and Above: 81.6% to 80.5%, Below Stanine 4: 10.2% to 8%

Reading Achievement Level (previous 3 yr. average) saw a significant inmporvement with a significant percentage of students reading above and at grade level (80.2%):

Above Grade Level: 29.4% (16.1%), At Grade Level: 50.2% (65.5%), Below Grade Level: 20.4% (18.5%)

PAT Results overall remained the same with an significant increase in the ELA 6 percentage of students scoring in the excellence range:

- ELA 6: Acceptable 82.1 to 86.2, Excellence 10.7 to 20.7, Below 10.7 to 8.6
- Math 6: Acceptable 71.4 to 72.4, Excellence 7.1 to 8.6, Below 23.2 to 17.2
- LA 9: Acceptable 90.3 to 88.3, Excellence 16.1 to 13.3, Below 9.7 to 8.3
- Math 9: Acceptable 64.5 to 60.0, Excellence 14.5 to 8.3, Below 25.8 to 30

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health.

By June 2023, we will support students and staff in building skills, strategies and relationships that contribute to positive mental health.

S-Across all three Edmonton Christian Schools this year, our Mission continues to be supporting students to "Play Your Role in God's Story". This inclusive theme is meant for all staff, students and parents to contribute to a positive, welcoming and loving school environment that enhances positive mental health and well-being.

M-We will see improvements in our Assurance Measures results in the areas of Student Learning Engagement, Citizenship, Educational Quality, WCRSLE and Access to Supports and Services. We will track and monitor student referral numbers to our mental health therapist and access the data gathered in both the Resiliency survey of

students and the Division surveys of students and parents to get the overall picture for how they are doing.

A-Teaching and leadership staff will help deepen the understanding of our school mission and vision through the organization of monthly learning activities (lessons, assemblies, chapels, SchoolZone/Google classroom communications, bulletin board displays, school signs, classroom newsletters and social media posts). Our school based Child and Family Therapist and Pastoral Care Leader staff positions, along with our connections to the Prairie Centre for Christian Education will also support us in this work.

R-This theme aligns with our mission based work of having students deepen their understanding of the role they play supporting God's story. Staff and students will collaboratively work to enhance community engagement within our schools and throughout the greater Edmonton area. All students are expected to participate in Formational Learning Experiences (FLEx) that connect to curricular outcomes in English, Science, Social Studies, CTS, Bible and Health. The action of helping others improves individual well-being and mental health.

T-These will be addressed in daily classroom lessons, school assemblies, bi-weekly chapels, weekly staff meetings and communication with home. This work began in August 2022 and will continue during the school year until June 2023.

Results Achieved:

This past year we as a staff worked together to rebuild and recreate experiences and opportunities for our students to be in community and engage with each other and their learning in a deeper way. Staff used early Thursday collaboration time as well as PD opportunities to plan and create experiences where students can engage with each other and their learning as well as build a sense of belonging. The school and admin also worked hard to ensure regular communication with parents around ways to connect with the school and community.

Assurance Measure Data:

- Student Learning Engagement (Maintained 87.7% previous year to 89.5% this year)
- Citizenship (Very High - maintained 83.3 to 87.6)
- Education Quality (Very High - Maintained 91.8% this year, 88.7% previous year)
- WCRSLE (Maintained 90.3 this year, 88 previous year)
- Access to Support Services (Maintained 76.9 this year, 77.6 previous year)

Student Referral numbers to Mental health services:

- The referral numbers remained the same; in 2021/22 there were 37 and in 2022/23 there were 38.

Student Resilience Survey:

- Overall Engagement reduced from 65.9% to 54.9% above average
- Overall Resilience increase from 54.9% to 60.5% above average
- Connection to Teachers decrease from 64.8% to 58.1% above average
- Contextual Factors that Facilitate a Sense of Belonging remained the same from 64% to 65% above average
- Wellbeing decreased from 62.1% to 55.64% above average

Division Feedback Survey Students and Parent around Wellness (Priority 3):

• **Students:**

- 71 % of Students feel that my school helps me develop skills that support my wellness.
- 73% feel safe at school. 64% feel like they belong at my school.
- 76% feel like they have at least one adult in my school who they would go to for help if they need it.
- 71% feel the adults at their school care about them.

- **Staff:** Staff data was overwhelmingly positive with the lowest being 90% of staff have an awareness of personal supports as well as supports for students.

- **Families:** Parents feel students are safe and connected at school, and that staff not only care at school, but have a positive relationship with at least one adult at school.

- 81 % feel the school helps their child develop skills that support their wellness.
- 86% feel that through school their child has built relationships that support their wellness.

What were the biggest challenges encountered in 2022-2023?

One of the biggest challenges we encountered this past year was the restart of several programs and events that have been part of our community experience prior to COVID. The expectations of stakeholders in our community was that things were going to be exactly the same as it was before COVID and others felt like things should change. While we felt an overwhelming enthusiasm to get back to doing the full school community experience, we had a harder time finding teachers and parents who are willing to volunteer time to do some of the extra-curricular activities that would be part of this full experience of school. The few staff and parent volunteers that were active showed real signs of fatigue by the end of the year as they worked to start rebuilding what our community is about.

The second big challenge was the diverse experiences and abilities students started the school year. The learning loss is still evident and was one of the major focus points

that our support teams and also staff PD revolved around. Teachers early on realised that before they can start working on current curriculum, that they will have to make a more intentional effort to revisit foundation skills and knowledge that should have transferred from the previous grades. This meant a slower start to the year and extra collaboration with colleagues at lower grade levels as they pulled resources from different grade level experts. While this work is fatiguing it has also been a rich learning experience for professional growth as staff work together to support all the various needs in our school.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

While we saw some success in the area of literacy and numeracy there is still some real room for improvement. Both HLAT, CAT4, and Reading benchmarks showed an improvement, but while PAT results slightly improved at the grade 6 level, we saw a reduction at the grade 9 level. There is still some work that needs to be done to move our overall school practice and support for literacy and numeracy forward over the next year.

Student Wellness data collected from several of the surveys overall is really positive, and we have seen some healthy increases in data collected from the assurance measure survey in the area of engagement, citizenship, WRCLE, and access to support. Our resilience survey data however indicated that there is still some work that needs to be done in this area with a decrease in students feeling of engagement, connections to teachers and wellbeing. Student safety and wellbeing being one of the important aspects of student success means that we need to continue to address these areas over the next year to continue to work towards creating a culture of belonging.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1283 Edmonton Christian West School

Assurance Domain	Measure	Edmonton Christian West 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	Student Learning Engagement	89.5	87.7	87.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	87.6	83.3	84.8	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	71.8	77*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	13.4	17.8*	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.8	88.7	90.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.3	88.0	88.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	76.9	77.6	77.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	83.0	71.9	76.0	79.1	78.8	80.3	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. 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 Exam 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, Social Studies 30-2.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1**By June 2024, all students at Edmonton Christian West School will demonstrate measurable growth in the areas of literacy and numeracy.**

- All teachers will continue our school wide focus on developing and implementing Deeper Learning principles that are congruent to our mission and vision. These include: mastery of core literacy and numeracy learning outcomes, critical thinking, problem solving, collaboration, communication, self-directed learning and growth mindset.
- All teachers will participate in common planning and teaching practices in the core areas of: challenge, engagement and empowerment.
- Teachers will strive to enhance their current teaching practices through subject level collaboration examining scope and sequencing, essential learning outcomes, course calendars, intervention strategies and assessment practices.
- Every student will produce evidence of learning that demonstrates their knowledge of curricular outcomes from Deeper Learning designed lessons.
- This collaborative work will represent much of the professional development work teachers will participate in during our weekly staff meetings and professional development days this year, beginning in August 2023 and continuing through June 2024.

What data will you use to track continuous improvement?

We will use HLAT's, CAT4 results, literacy benchmarking, and PAT scores to show improved results compared to the previous three year averages.

Division Priority 1**By June 2024, we will support students and staff in building skills, strategies and relationships that contribute to positive mental health.**

- Across all three Edmonton Christian Schools this year, our Mission continues to be supporting students to "Play Your Role in God's Story". This inclusive theme is meant for all staff, students and parents to contribute to a positive, welcoming and loving school environment that enhances positive mental health and well-being.
- Teaching and leadership staff will help deepen the understanding of our school mission and vision through the organization of monthly learning activities (lessons, assemblies, chapels, SchoolZone/Google classroom communications, bulletin board displays, school signs, classroom newsletters and social media posts). Our school based Child and Family Therapist and Pastoral Care Leader staff positions, along with our connections to the Prairie Centre for Christian Education will also support us in this work.
- This theme aligns with our mission based work of having students deepen their understanding of the role they play supporting God's story. Staff and students will collaboratively work to enhance community engagement within our schools and throughout the greater Edmonton area. All students are expected to participate in Formational Learning Experiences (FLEx) that connect to curricular outcomes in English, Science, Social Studies, CTS, Bible and Health. The action of helping others improves individual well-being and mental health, as well as showing love to our neighbours.
- These will be addressed in daily classroom lessons, school assemblies, bi-weekly chapels, weekly staff meetings and communication with home. This work began in August 2023 and will continue during the school year until June 2024.

What data will you use to track continuous improvement?

We will track data in our Assurance Measures results in the areas of Student Learning Engagement, Citizenship, Educational Quality, WCRSLE and Access to Supports and Services. We will also track data gathered in both the Resiliency survey and the Division surveys and also monitor student referral numbers to our mental health therapist.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,716,294		3,666,826
Internal Revenue		0		0
REVENUE TOTAL		3,716,294		3,666,826
Classroom	21.124000	2,274,486	21.221000	2,284,929
Leadership	2.800000	362,637	2.700000	360,113
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	58,985	.000000	57,127
TOTAL TEACHER	23.924000	2,696,108	23.921001	2,702,169
(% of Budget)		72.55%		73.69%
Exempt	.000000	0	.000000	0
Support	6.756000	390,891	6.506000	377,229
Support (Supply/OT)	.000000	3,000	.000000	3,000
Custodial	3.938000	271,568	3.938000	271,568
Custodial (Supply/OT)	.000000	6,000	.000000	5,000
TOTAL NON-TEACHER	10.694000	671,459	10.444000	656,797
(% of Budget)		18.07%		17.91%
TOTAL STAFF	34.618000	3,367,567	34.365002	3,358,966
(% of Budget)		90.62%		91.6%
SUPPLIES, EQUIPMENT AND SERVICES		312,227		297,360
INTERNAL SERVICES		32,500		9,000
OTHER INTEREST AND CHARGES		4,000		1,500
TOTAL SES		348,727		307,860
(% of Budget)		9.38%		8.4%
TOTAL AMOUNT BUDGETED		3,716,294		3,666,826
Carry Forward Included		0		0
Carry Forward to Future		0		0