

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	260.000	Custodial	2.500000	Salaries	\$1,706,435	87%
Weighted	280.143	Exempt	0.000000	Supplies, Equip., Services	\$260,582	13%
Regular	260	Support	3.228000			
		Teacher	<u>12.045000</u>			
Year Opened		Total	17.773000		Total \$1,967,017	100%
				Internal Revenue	\$90,913	

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 and 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, etc.). 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 High School is located in the McQueen community and is one of three schools in the Edmonton Christian Schools' Alternative Program. In partnership with the EPSB, the ESCE remains responsible for preserving the integrity of the schools' Christian vision and mission. The ESCE also owns and maintains all school buildings and transportation assets. Edmonton Christian High School actively encourages parental, church, and community involvement in all school activities. Edmonton Christian School is non-denominational and welcomes students from all Christian backgrounds and traditions.

Programs and Organization

Edmonton Christian High School offers a broad spectrum of curricular and extra-curricular programs designed to reinforce the reality that God is Lord of All Things. Ongoing individual and collective improvement in all areas coupled with an unwavering and unrelenting effort to ensure high levels of learning by all students is the cornerstone of all programs and practices at Edmonton Christian. All staff are provided with training and the opportunity to plan and deliver curriculum in a way that is collaborative, intentional, focuses on essential learning outcomes, utilizes through lines, ensures assessment alignment, and is grounded in a Biblical framework. Curricular and extracurricular activities also provide opportunities for students to connect with community 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| Mosaid Centre and Mustard Seed| Prairie Centre for Christian Education

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond. By June 2022, our teachers will expand their ability to meet the needs of complex and diverse learners in the areas of literacy and numeracy so as to ensure the success of every student. S-All teaching staff will continue their professional development work in high school horizontal collaboration PD with staff from other Division high schools as well as through internal staff meetings and professional development days.

M-We will see improvement in our course completion rates in all subject areas and grade levels as well as improve our diploma acceptable and diploma excellence results. In our Assurance Measures results we will look at the data for Student Learning Engagement, 3 & 5 year High School Completion and Education Quality.

A-Teachers will compare and contrast their current teaching practices through subject level collaboration examining scope and sequencing, essential learning outcomes, course calendars, assessment practices and weightings.

R-All teachers will share individual school practices and will meet the goal to calibrate and align teaching and assessment practices among the participating high schools.

T-Teachers will be professionally collaborating with colleagues who are teaching identical courses/grade levels for a minimum of two days this school year.

Results Achieved:

All high school teaching staff were able to participate in professional development with colleagues from within the catchment and in our school through weekly meetings and Professional Development days. Additionally, some teachers participated in department specific PD with colleagues from across District high schools. Our school level course completion rates remain consistently strong for our 10 and 20 level courses. Our high school completion rates remain very high with our 3 year rate at 90.2% and our 5 year rate at 97.8%. Our overall Education Quality, measured by the Alberta Education Assurance Measures Survey, remains very high with our 3 year average at 92.5%. Reporting on diploma exam acceptable and standard of excellence data was not compiled again for this school year due to the COVID-19 pandemic. The Assurance Measures survey reported that 87% of respondents feel students are engaged in their learning. Parent survey results for the question of how satisfied they are with the quality of education their child is receiving remains very high at 88.1%. In our Division surveys, 89% of students reported that they were supported in using technology for their learning and 83% believed they received the help they needed to be successful. 93% of students who completed the assurance measures survey were satisfied with the quality of teaching at our school. 91.4% of our students were eligible for Rutherford Scholarships, an increase of 10.8%, and our six year transition rate from high school to post secondary had a slight increase to 78.6% (the provincial average is 60%). 89% of respondents are satisfied that the students in our school demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Priority 2: Provide welcoming, high quality learning and working environments. By June 2022, staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. S-Across all three Edmonton Christian Schools this year, our Mission continues to support 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.

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.

A-Teaching and leadership staff will help deepen the understanding of our theme 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 storyteller and spiritual care leader staff positions and 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.

T-Our theme will be addressed through daily classroom lessons, weekly online assemblies, bi-weekly chapels, weekly staff meetings and communication with home. This work began in August 2021 and will continue during the school year until June 2022.

Results Achieved:

Our school community was able to effectively communicate our school theme "Great Is Thy Faithfulness" through: internal school communication, SchoolZone/Google Classroom, school messenger, bulletin board displays, school signs, school council meetings, monthly school assemblies and bi-weekly school chapels. Two non-teaching

staff, our Spiritual Care Leader and our School Storyteller, supported this important work in our schools via: social media, website posts, blogs, student meetings and in our parents in prayer group. Due to COVID protocols, we spent most of the year online for our weekly Monday morning gatherings of our school community and bi-weekly chapels where our school theme was addressed through learning activities. In the spring of 2022, we were able to begin returning to some in person gatherings, chapels and assemblies. Our Assurance Measures results showed us maintaining our previously set standards in: Safe and Caring at 90.7%, Education Quality at 90.1% and Citizenship at 87.4%. This survey also reports 93.5% of respondents are in 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. 89% of students in the Division survey answered that they feel included in the school community and 92% of our students feel safe in their school community. In each of the five past school years, our high school enrollment has increased year over year and as a program of choice we are very proud of this fact.

Priority 3: Enhance public education through communication, engagement and partnerships. By June 2021, we will grow and enhance our rich and diverse school cultures by engaging parents as partners and providing support for the whole child. *The goals below may be impacted by AHS guidelines for dealing with COVID-19.*

S-We will partner with parents and external service agencies in Edmonton to assist us in improving student achievement and enhancing public education. With support from our parents and external partners, students will enhance public education via service learning opportunities in our community throughout the school year.

M-Partnerships exist with the McQueen Seniors Lodge, Jasper Place Health & Wellness Center, Mosaic House, Bible Camps, churches, the Food Bank, Salvation Army, Gift of Giving program and other local support based agencies.

A-All students are expected to participate in service learning activities that connect to curricular outcomes in English, Science, Social Studies, CTS, Bible and Health.

R-High students need to be provided opportunities and have teacher/staff support in place to successfully participate in service learning experiences.

T-High school students are expected to spend 75 hours/year in service related work in grades 10 & 11 (will be modified due to COVID). In grade 12, students are to complete a 25 hour minimum passion project and present reflections for this service to our school community at a celebration of learning evening in April 2022.

Results Achieved:

Prior to COVID, our students participated and supported our existing partner organizations, as well as completed formational learning experiences within our schools and throughout the greater Edmonton community. Our parent volunteers are critical in supporting these learning opportunities. Typically, all students from Kindergarten to grade 12 would have participated in over 30 community service projects in and around Edmonton. A usual rite of passage for our grade 12 students is our passion project evening, which is a celebration of learning event for students, families and community members. Due to COVID, we were not able to celebrate their achievements in person but we still recognized their efforts to support our greater communities through volunteerism. COVID protocols over the past three school years have severely impacted our work in this dimension. It is very challenging to have parents feel connected and involved in their school community when they cannot be in the school to volunteer, participate in assemblies, chapels, field trips, sports events, etc. Assurance Measures data over the past three years reflects this with Parental Involvement decreasing from 87.9% to 74.3% to 65.8%. In our Division surveys, 75% of parents reported that their child's learning was harder than in previous school years. 83% of our parents believed that our school provided their children with the mental health and physical well-being support necessary.

What were the biggest challenges encountered in 2021/22?

- Ensuring that students and families have information and access to supports for student mental health and well being.
- Implementing targeted intervention strategies to support students in numeracy and literacy.
- Due to our small size, opportunities for teachers to collaborate with others who teach the same courses as them cannot often take place in our school. We must continue to seek professional development opportunities with teachers from other Division high schools.
- Providing adequate resources ensuring our grade 12 students have access to a wide variety of post-secondary institutions and support for transitions to the world of work.
- Continuing with our classroom furniture and technology upgrades. Teaching staff have the opportunity for input into classroom design and furniture to support 21st. century learning styles.
- The changes to "how" we do school and how to grow school culture and community has been unprecedented. The impact on the health and well being of students, families and staff remains with us still.

What are the implications from 2021/22 that will impact your current year plan?

Starting this school year after approximately 2.5 years being defined by a global pandemic has resulted in a learning and school culture loss for many of our students. All stakeholders: students, parents and staff are feeling the pressures to ensure that our learners experience success and will be prepared for their future. For our grade 12 students, a critical year at the best of times, they must now make up any learning gaps they experienced and prepare for diploma exams. Staff members must get to quickly know the individual learning needs of each student and program instructional activities to support them. I know our staff teams are up to this challenge and will do their very best to help our students grow and experience success.

Results and Implications

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Required Alberta Education Assurance Measures - Overall Summary Fall 2022

School: 7905 Edmonton Christian High School

Assurance Domain	Measure	Edmonton Christian High 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	87.0	95.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	87.4	96.0	91.8	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	90.2	91.9	90.2	83.2	83.4	81.1	Very High	Maintained	Excellent
	5-year High School Completion	97.8	94.2	95.2	87.1	86.2	85.6	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	72.8	n/a	81.8	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	16.4	n/a	17.1	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.1	97.2	92.5	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.7	99.4	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.7	93.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	65.8	74.3	87.9	78.8	79.5	81.5	Very Low	Declined	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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.

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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

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 teaching staff will continue their professional development work in high school horizontal collaboration PD with staff from other Division high schools, as well as through internal staff meetings and professional development days.
 M-We will see improvement in our course completion rates in all subject areas at each grade level as well as improvements in our diploma acceptable and diploma excellence results. In our Assurance Measures results, we will look at the data for Student Learning Engagement, 3 & 5 year High School Completion and Education Quality.
 A-Teachers will compare and contrast their current teaching practices through subject level collaboration where they will examine scope and sequencing, essential learning outcomes, course calendars, intervention strategies and assessment practices.
 R-All teachers will learn about and share best practices to improve the quality of feedback provided to students.
 T-Teachers will use classroom generated and school wide data to identify the learning needs of students who are at risk. They will then provide specific, targeted, intervention strategies to support literacy and numeracy growth.

Division Priority 1

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 act 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.

Division Priority 2

Budget Summary Report

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		1,884,738		1,876,104
Internal Revenue		90,913		90,913
REVENUE TOTAL		1,975,651		1,967,017
Classroom	10.440000	1,073,566	10.371000	1,066,471
Leadership	1.674000	257,823	1.674000	216,762
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	20,000	.000000	50,000
TOTAL TEACHER	12.113999	1,351,389	12.045000	1,333,233
(% of Budget)		68.4%		67.78%
Exempt	.000000	0	.000000	0
Support	3.228000	184,420	3.228000	184,420
Support (Supply/OT)	.000000	15,500	.000000	16,000
Custodial	2.500000	169,782	2.500000	169,782
Custodial (Supply/OT)	.000000	3,000	.000000	3,000
TOTAL NON-TEACHER	5.728000	372,702	5.728000	373,202
(% of Budget)		18.86%		18.97%
TOTAL STAFF	17.841999	1,724,091	17.773000	1,706,435
(% of Budget)		87.27%		86.75%
SUPPLIES, EQUIPMENT AND SERVICES		234,943		236,912
INTERNAL SERVICES		14,060		20,670
OTHER INTEREST AND CHARGES		2,558		3,000
TOTAL SES		251,561		260,582
(% of Budget)		12.73%		13.25%
TOTAL AMOUNT BUDGETED		1,975,652		1,967,017
Carry Forward Included		0		-11,083
Carry Forward to Future		0		0