

Profile

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	286.000	Custodial	2.500000	Salaries	\$1,909,448	88.79%
Weighted	309.200	Exempt	0.000000	Supplies, Equip., Services	\$240,982	11.21%
Regular	286	Support	3.228000			
		Teacher	<u>13.317000</u>			
Year Opened		Total	19.045000		Total \$2,150,430	100.00%
				Internal Revenue	\$95,192	

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 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 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.

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.

Diploma Results overall remained the same with a significant improvement in our ELA 30-2 results:

- ELA 30-2 improved: Acceptable 66.7 to 92.3, Excellence 0 to 15.4, Below 33.3 to 7.7
- ELA 30-1 decrease: Acceptable 87.5 to 76.9, Excellence 12.5 to 0, Below 12.5 to 23.1
- Math 30-1: Acceptable 33.3 to N/A, Excellence 13.3 to N/A, Below 66.7 to N/A
- Math 30-2: Acceptable N/A to 100, Excellence N/A to 50, Below N/A to 0%

Assurance Measure data around student engagement and education quality remained the same from last year, while our high school completion rate significantly increased for both 3 and 5 year high school completion:

- Student Learning Engagement (Maintained 87% previous year to 86% this year)
 - Numeracy Skills (Parents decrease 86 to 72, Teacher 58 to 67, Student - Mathematics Useful - 68 to 83, Interesting - 69 to 62)
 - Literacy Skills (Parents increase 71 to 83, Teacher maintained 58, Student - ELA useful- 75 to 71, Interesting - 60 to 51)
- **3-5 yr Completion Rates:**
 - 3 yr. Completion (Very High) Improved 90.2 to 95.1,
 - 5 yr. Completion (Very High) Maintained 97.8 to 96.7
- **Education Quality** (Intermediate - Maintained/slight decrease 90.1% previous year to 86% this year)

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.

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:

- Student Learning Engagement (Maintained: 87% previous year to 86% this year): **Parents** maintained 90.5 to 88.7, **Students** maintained 73.2 to 74.8
- Citizenship (High - Declined significantly: 87.4 to 81): **Parent** declined 88.4 to 75, **Student** declined 78.6 to 73
- Education Quality (Intermediate - Maintained/slight: decrease 90.1% previous year to 86% this year): **Parents** maintained 94.4 to 83.2, **Students** maintained 83.6 to 81.7
- WCRSLE (Declined: 90.7 previous year to 84.7 this year): **Parents** maintained 90.2 to 89.4, **Students** declined 84.3 to 74.4
- Access to Support Services (Maintained: 81.7 previous year to 77.1 this year): **Parents** maintained 76.8 to 72.2, **Students** declined 74.4 to 67.5

Student Referral numbers to Mental health services:

- The referral numbers decreased; in 2021/22 there were 17 and in 2022/23 there were 13.

Student Resilience Survey:

- Overall Engagement 33.8% above average
- Overall Resilience 48.3% above average
- Connection to Teachers 36.5% above average
- Contextual Factors that Facilitate a Sense of Belonging 60.76% above average
- Wellbeing 44.5% above average

Division Feedback Survey Students, Parent, Teachers around Priority 3:

- **Students:**
 - 55% of students feel their school helps them develop skills that support their wellness.
 - 77% feel safe at school. 66% feel like they belong at their school.
 - 71% feel they have at least one adult in their school who they would go to for help if they need it.
 - 63% feel the adults at their school care about them.
- **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.
 - 67 % feel school help their child develop skills that support their wellness.
 - 66% 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. Our High school completion rate showed a significant improvement, but our diploma results as well as our numeracy and literacy skill data from the Assurance Measure Survey show a no improvement and in some cases a decrease. There is still 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 is positive overall, The numbers shows that we have seen no significant increases in data collected from the assurance measure survey in the area of engagement, citizenship, WRCL, 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 low numbers in students feeling of engagement, connections to teachers and wellbeing. The division survey also did not show any highlights of positive change with most of the results being maintained from previous years. 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: 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	86.0	87.0	87.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	81.0	87.4	89.9	80.3	81.4	82.3	High	Declined Significantly	Issue
	3-year High School Completion	95.1	90.2	91.3	80.7	83.2	82.3	Very High	Improved	Excellent
	5-year High School Completion	96.7	97.8	95.7	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a*	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a*	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	73.7	72.8	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	14.9	16.4	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	86.0	90.1	90.2	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	90.7	90.7	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	77.1	81.7	81.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	76.4	65.8	74.5	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

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 High School will demonstrate measurable growth in the areas of literacy and numeracy.**

- 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.
- 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.
- All teachers will learn about and share best practices to improve the quality of feedback provided to students.
- 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.

What data will you use to track continuous improvement?

We will study 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.

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 act of helping others improves individual well-being and mental health, as well as showing love to our neighbours.
- These goals 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		2,044,983		2,055,238
Internal Revenue		95,192		95,192
REVENUE TOTAL		2,140,175		2,150,430
Classroom	11.439000	1,231,670	11.443000	1,232,100
Leadership	1.774000	241,849	1.874000	256,839
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	30,000
TOTAL TEACHER	13.213000	1,503,519	13.316999	1,518,939
(% of Budget)		70.25%		70.63%
Exempt	.000000	0	.000000	0
Support	3.228000	196,293	3.228000	196,294
Support (Supply/OT)	.000000	15,000	.000000	15,500
Custodial	2.500000	177,215	2.500000	177,215
Custodial (Supply/OT)	.000000	3,000	.000000	1,500
TOTAL NON-TEACHER	5.728000	391,508	5.728000	390,509
(% of Budget)		18.29%		18.16%
TOTAL STAFF	18.941000	1,895,027	19.044999	1,909,448
(% of Budget)		88.55%		88.79%
SUPPLIES, EQUIPMENT AND SERVICES		224,578		219,382
INTERNAL SERVICES		16,570		18,100
OTHER INTEREST AND CHARGES		4,000		3,500
TOTAL SES		245,148		240,982
(% of Budget)		11.45%		11.21%
TOTAL AMOUNT BUDGETED		2,140,175		2,150,430
Carry Forward Included		0		0
Carry Forward to Future		0		0