

Profile

| <u>Enrolment</u> | | <u>Staff FTE</u> | | <u>Budget</u> | | |
|------------------|---------|------------------|------------------|----------------------------|--------------------------|------|
| Normalized | 271.000 | Custodial | 2.500000 | Salaries | \$1,828,277 | 88% |
| Weighted | 288.344 | Exempt | 0.000000 | Supplies, Equip., Services | \$254,586 | 12% |
| Regular | 271 | Support | 4.228000 | | | |
| | | Teacher | <u>12.659000</u> | | | |
| Year Opened | | Total | 19.387000 | | Total \$2,082,863 | 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 2020-2021, 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 2021, 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.

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 in grades 10 and 11 and our three year high school completion rate remains very high at 91.9%. Our overall Education Quality, measured by the Alberta Education Assurance Measures Survey, rose by 7% to 97.2%. 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 95.5% 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 rose slightly from last year to 95.8%. In our Division surveys, 95.5% of students reported that they were engaged in their learning and 86% believed they received the help they needed to be successful. 80.6% of our students were eligible for Rutherford Scholarships and our six year transition rate from high school to post secondary had a slight increase to 78.4% (the provincial average is 60%). 94.4% of survey respondents are satisfied that the students in our school have acquired the attitudes and behaviours necessary to be successful in life.

Priority 2: Provide welcoming, high quality learning and working environments. By June 2021, 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, the theme continues to be "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 Accountability Pillar results in the areas of safe and caring, citizenship, parental involvement and school improvement.

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, monthly assemblies, bi-weekly chapels, weekly staff meetings and communication with home. This work began in August 2020 and will continue during the school year until June 2021.

Results Achieved:

Our school community was able to effectively communicate our school theme "Play Your Role in God's Story" 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 moved online for our weekly Monday morning gatherings of our school community and bi-weekly chapels where our

school theme was addressed through learning activities. Our Assurance Measures results showed us increasing our previously set standards in: Safe and Caring to 99.2%, Education Quality at 97.2% and Citizenship at 96%. This survey also reports 99% of the respondents are in agreement that: students are welcomed at school, are cared for, respected and safe. A new statistic in the Assurance Measures survey is a category titled Access to Supports and Services and we achieved a 93% rating in this category. 99% of students in the Division survey answered that they know what is expected of them and 92% of our students feel safe in their school community - Please note that student informed data is not part of the previous statistics like in past years. 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 supports 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 supports 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 we connect to curricular outcomes in English, Science, Social Studies, CTS, Bible and Health.

R-All students need to be provided opportunities and have teacher/staff supports 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 (may 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 2021.

Results Achieved:

Prior to COVID, our students continued to participate and support our existing partner organizations, as well as complete formational learning experiences within our schools and throughout the greater Edmonton community. Our parent volunteers are critical in supporting these learning opportunities. Typically in a non-COVID school year all students, from Kindergarten to grade 12, would participate 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 evening 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 school year 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 reflects this with Parental Involvement decreasing from 83.3% to 74.3%. 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 necessary.

What were the biggest challenges encountered in 2020/21?

In a school year like no other, we were challenged to maintain a quality educational environment in a safe school building while fully implementing our COVID protocols. The transitions between in school and at home learning for our students (due to individual class quarantines and provincially mandated shutdowns), along with 9% of our student population choosing full time online schooling posed a stress and strain of every member of our school community. In Division survey of our students and parents here is some data collected from the 2020-2021 school year:

- 51% of students reported that they were feeling so-so, not well, or not well at all.
- 43% of students reported that their learning was harder than in previous years.
- 75% of parents surveyed felt that their child's learning was harder than in previous years.
- 82% of students stated they felt best about their learning when they were at school doing in-person learning.

Additionally, COVID aside, we were challenged to:

- Ensure that students and families had information and access to supports for student mental health and well being.
- Implement targeted intervention strategies to support students in all Math and Science courses.
- Provide opportunities for teachers to collaborate with others who teach the same courses as them.
- Provide 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.

What are the implications from 2020/21 that will impact your current year plan?

Starting this school year after 18 months defined by a global pandemic, where our school communities shifted multiple times between in person, hybrid learning models, or at home and where our schools were restricted/limited in our typical school organization, routines and processes. This has resulted in a learning loss for many of our students and 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 in 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.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Edmonton Christian High School (7905)



| Assurance Domain | Measure | Edmonton Christian High School (7905) | | | Measure Evaluation | | |
|--------------------------------|---|---------------------------------------|------------------|---------------------|--------------------|-------------|-----------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 95.5 | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | 96.0 | 92.4 | 93.4 | Very High | Maintained | Excellent |
| | 3-year High School Completion | 91.9 | 91.9 | 89.7 | Very High | Maintained | Excellent |
| | 5-year High School Completion | 94.2 | 95.0 | 93.6 | Very High | Maintained | Excellent |
| | PAT: Acceptable | n/a | n/a | n/a | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | n/a | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | 79.5 | 82.0 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | 15.8 | 20.4 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 97.2 | 90.2 | 92.6 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 99.4 | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | 93.0 | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | 74.3 | 83.3 | 88.0 | Low | Declined | Issue |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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, Social Studies 30-2.

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.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

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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.

Priority 1

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.
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Priority 2

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.
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Priority 3

Budget Summary Report

| | 2021-22 Spring Proposed | | 2021-22 Fall Revised | |
|----------------------------------|-------------------------|------------------|----------------------|------------------|
| Resources | | 1,931,371 | | 1,991,950 |
| Internal Revenue | | 90,913 | | 90,913 |
| REVENUE TOTAL | | 2,022,284 | | 2,082,863 |
| Classroom | 9.877000 | 1,015,672 | 10.585000 | 1,088,477 |
| Leadership | 2.678000 | 343,952 | 2.074000 | 273,519 |
| Teaching - Other | .000000 | 0 | .000000 | 0 |
| Teacher Supply | .000000 | 22,500 | .000000 | 35,000 |
| TOTAL TEACHER | 12.555000 | 1,382,124 | 12.659000 | 1,396,996 |
| (% of Budget) | | 68.34% | | 67.07% |
| Exempt | .000000 | 0 | .000000 | 0 |
| Support | 3.228000 | 184,420 | 4.228000 | 236,500 |
| Support (Supply/OT) | .000000 | 6,500 | .000000 | 20,000 |
| Custodial | 2.500000 | 169,782 | 2.500000 | 169,782 |
| Custodial (Supply/OT) | .000000 | 5,000 | .000000 | 5,000 |
| TOTAL NON-TEACHER | 5.728000 | 365,702 | 6.728000 | 431,282 |
| (% of Budget) | | 18.08% | | 20.71% |
| TOTAL STAFF | 18.283000 | 1,747,826 | 19.387001 | 1,828,278 |
| (% of Budget) | | 86.43% | | 87.78% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 258,559 | | 237,295 |
| INTERNAL SERVICES | | 15,900 | | 16,291 |
| OTHER INTEREST AND CHARGES | | 0 | | 1,000 |
| TOTAL SES | | 274,459 | | 254,586 |
| (% of Budget) | | 13.57% | | 12.22% |
| TOTAL AMOUNT BUDGETED | | 2,022,285 | | 2,082,864 |
| Carry Forward Included | | 0 | | 0 |
| Carry Forward to Future | | 0 | | 0 |