

Providence Christian School

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2023 Annual Education Results Report

Introduction

Educationally, the 2022/2023 school year was a good year. We kept focus on our goals and progressed on the things that are important. This is to some extent a subjective assessment based on internal observations and evidence because we have not returned yet to the pre-COVID years in which we had mostly complete education results data available to assess our performance. The comparative performance data that was collected in the spring of 2023 give us limited worthwhile information.¹ In the notes we explain, for as much as we can oversee them, the reasons for this. The fact that circumstances led to the suppression of much data minimizes the usability of the data. In general, it is a numbers game, more than it was in previous years. We had too few grads to get reliable and comparable numbers from the various subject exams. We had considerably fewer parent survey responses than in previous years, skewing the average for this year and the 3-year average. Additionally, there is a lingering halo effect of the pandemic.

In the absence of helpful external data, we place greater emphasis on local observations and measurements. We focus on three overarching goals. By specifying their sub-goals and components in an order of priority and sequence, we are using a rolling plan format rather than a term plan.² This allows us to comment on changes over the year that prompt us to adjust our goals as situations or needs change.

Overarching school goals:

1. Increasing academic standards and achievement.
2. Developing unique local programming that reflect the mission and vision of the school.
3. Develop and improve the governance and operational structure and practices of the organization.

Domains:

Student Growth & Achievement:

Student Learning, High School Completion Results, Citizenship, Student Learning Engagement

Teaching & Leading:

Educational Quality

Learning Supports:

Welcoming, Caring, Respectful, and Safe Learning Environment, Access to Supports & Services

Governance:

Parental involvement, Budget-Actual comparison

Local and Societal Context:

Foundational statements, Accomplishments, trends, issues, strategies, and challenges.

Accountability Statement

The Annual Education Results Report for Providence Christian School for the 2022/2023 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

Data highlights of this Annual Education Results report for 2022/2023 were reviewed by the board in November 2023. The complete report was approved December 12, 2023. It will be reviewed again at the April 2024 board meeting in preparation for the May Society AGM.

Board chairman

Kevin Slomp

¹ Appendix 1

² *Italicized goals are considered completed and achieved.*

Goals

Goal 1: Increasing academic standards and achievement.

The PCS school community is largely rural and agriculturally or trades based. It is a culture that has struggled at times to appreciate the value of academics and life-long learning. Academic pursuit and college or university training is not part of the majority experience of the supporting families. Some of the attitudes are changing but it remains difficult for many individual students to break through that and for the school to convince all students of the value of education for their future lives, not merely for their future jobs. School is not universally seen in a broad sense as a contributor to the formative years of the children but as just a necessity for reasons of literacy and numeracy acquisition. For that reason, support is strong for the Kindergarten through grade 10 programs but less so for the last two years when students become mobile and engage in regular jobs. A utilitarian view of schooling implies that there is no point in learning anything unless you have some immediate practical application and use for that learning. In addition to that the universities and colleges are more and more becoming places that morally and culturally are unattractive and incompatible with the values that our school's families hold.

Learning in school has lifelong value and there is much more to it than utility. The founders of PCS formulated the vision that *"PCS offer Alberta Curriculum from a Christian perspective in order to train our students to become responsible citizens who are true Christians and who will occupy their place in society, church and state in a worthy manner.* That vision suggests that schooling is a blessed opportunity to raise children for Christian service that is bigger than themselves. As teachers and school leaders we are making some headway in separating the value of lifelong learning from the benefit of post-secondary training. To accentuate the importance of a culture of learning we argue that it provides social value, personal autonomy, enjoyment, meaning, purpose, faith development, and understanding of justice and beauty.

Proficiency in literacy and numeracy is a high priority for our educational program. We are committed to early intervention at all grade levels, but especially in the primary grades, in order to provide a solid base for our students' learning and growth.

Historically the school has done well on offering core subjects, but not as much on other things that could attract students to be and stay in the system. There is little institutional experience or memory of grads who have gone on to become successful professionals. There is, however, a good track record of success for our grads in the trades and in business. That is, in itself, honorable and worthy of our support, yet, we continue to advocate for a more rounded program that will challenge students to expand their knowledge, skills and attitudes beyond the obvious or the known.

The 2023 survey indicates that teachers, parents, and students are not completely satisfied with the options we have been able offer our students so far. It is interesting that a culture that does not unanimously see schooling as hugely important yet wants the school to do more. Many, when they express the desire for more variety of programs are not thinking of academic courses but of trades and extra-curricular opportunities. For years we have been limited in enrolment numbers and in space and consequently our program offerings have been limited as well. While it has been impressive what the school has been able to do under the circumstances, more must be done. With increased enrolment, especially in the high school, come greater opportunities for versification and for option courses. Last year we projected the August 2023 would be the first time that we cross the 200 number for enrolment. It did not quite happen because of an unexpectedly higher number of students that moved to home based learning, trades training, or full-time work. It is fair to expect that the 2023/2024 enrolment will be over 200 students with about 43 students in junior high school and 35 in senior high. That should broaden our options for additional courses for these students.

The availability of our gymnasium is having an increasingly positive impact. The opportunity to have our sports teams practice and compete there is a great boost to the picture of an all-round program at PCS. Since our athletics program started, then was lost to COVID restrictions, and then returned, parents and students have begun to recognize the importance of students' personal growth and flourishing through the disciplines of sports participation.

The school board and school society have proven their commitment to absorb the higher cost of teaching small classes with the expectation that this will provide quality education and provide students a better all-round education that is reflective of the needs in society and responsive to the students' own abilities. We are increasing the size of our grade groups and we are developing new programs. We are excited about the new possibilities and we are confident that the broadening of program availabilities will be positive for our current students and will attract new ones. Additionally, we believe that the Professional Development work that staff is doing brings greater unity to our instructional program and should therefore result in greater consistency of program delivery and better student achievement.

The Spring 2023 AERR results provide us with limited usable data to indicate how well we have been progressing³. The performance of our student body is steady particularly in the Elementary school grades. Based on the comparative measures that are available, high school performance generally still falls short of the academic standards in the province. The exception may be the PATs where our results continue to improve.

It would be helpful to have more data regarding our measurable outcomes, the PATs, and Diploma exams. Our small grade 12 class sizes have historically led to the suppression of Diploma Exam data. With larger classes coming up we look

³ Appendix 1

forward to better samples of comparable data. We may need to wait some more years to have a record of measurable results and consistent standards for credible comparisons.

Additionally, the parent response level to the survey was uncommonly low this year. It is not clear what that should be attributed to. Our internal promotion of the survey was identical to that of previous years.

The benefit of the Alberta Education Assurance Measures Overall Summary graph⁴ is limited, particularly if we only look at the colour coded summary evaluation. For various reasons the most important data on student growth and achievement is missing. The Supplemental Alberta Education Assurance Measures - Overall Summary⁵ is more complete and therefore more helpful. There are indeed local results that are concerning to us, in particular the drop-out rate, and work preparation. It would appear however, that learning disruptions of previous years have affected student attitudes in those areas. Return to 'normal' school operation should in time restore that to previous levels which, incidentally, were higher than provincial results.

Conversely, we see good news in the maintenance and improvement of the assessment of our program of studies, safe and caring culture, program satisfaction, and particularly program improvement. For that stability and consistency, we are thankful.

Regarding the progress on our local goals and priorities, we have anecdotal observations that are positive. Students are giving evidence of growing intellectual engagement with the goals that are personally transformative and character forming. Activities by our student council and our political engagement club are connecting learned concepts with initiatives for positive action.

The unusual learning arrangements of the COVID years have had their effect on our younger students. The times away from school set the learning progress of many younger students back noticeably. Upon detailed testing we found that about 5% of the current grade 2 students, and 20% of the grade 3 students, were identified with issues of learning loss in the core numeracy and literacy areas. We are thankful that that percentage is significantly decreasing from previous years. This speaks to the success of the substantial intervention that we undertook during the last years and reported on in previous AERs. The identified students were targeted for specific one-on-one support. Our Special Education coordinator continued to work with the classroom teachers to monitor students' progress. Further testing and specific evaluation will be done if there are indications of the need of additional student support or remediation. The results from those tests are guiding our planning for the Elementary grades in general and for some individual students in particular. We employ classroom aides and volunteers when we feel that students are falling behind in the acquisition of essential skills and knowledge. Our school board has been very willing to hire additional support staff when school administration and Education Committee flagged that need.

Not all our grade 12 students were sufficiently prepared for their Diploma Exams or intent enough to take the exams seriously. We must see more of them score in the Acceptable and Excellent category. We are increasing our student's test taking habits/abilities and their awareness of the value/importance of taking tests well. We have made policy changes that will set minimum standard for exam performance and reduce the temptation for students to work only for the minimum passing grade. We have made policy changes that set stricter standards for the streaming of high school students into courses in which they have good opportunity for success. We are in the fourth year of the implementation of a school wide program to improve our students' writing abilities. At the elementary level that focusses mostly on sentence and paragraph construction for creative writing. In the higher grades the emphasis is on the students' ability to write a quality essay that makes an argument in a clear, well written format. We expect to enroll our students in some writing contests and publications to encourage their efforts and celebrate their successes. Additionally, we are in the fourth year of implementing a Kindergarten through grade 6 program to improve our students' reading abilities.

Better writing ability will invariably improve the PAT and Diploma scores. We have found that, in past years, many students were simply not able to write well and express their thoughts effectively and proficiently. We believe that the low PAT and exam results were partly a result of that and of unwise streaming into courses that were beyond the students' ability. There are good academic reasons for the focus on written expression, but we have a broader motivation for pursuing this goal. Our graduate profile has an expectation that our students will be able to think and communicate in a thoughtful and discerning manner. Our mission statement says that we expect that our students will become responsible citizens who can capably and knowledgeably contribute to the common good in society. We believe that the students' ability to think clearly and to express themselves proficiently in writing and speech is a necessity for them to function well as adults in their future societal context, even if they will not be engaged in employment that requires major academic ability.

We understand the urgency of broadening the students' understanding of the value of a wholesome, comprehensive education. We continue the planning and implementation of special programs for Visual Arts, Wood Working, Foods and Nutrition, Drama, Choir, Band, Computer programming, Robotics, Choir, etc. Starting January 2024, we are collaborating with a local auto mechanics shop to offer our first semester of some credit courses for our grade 10, 11, or 12 students.

Our teachers are regularly engaged in Professional Development collaboration with fellow educators to expand their capacity and implement ways to enhance our student's rate of success.

⁴ Appendix 1

⁵ Appendix 1

Inclusion and respect are important contributors to student success, so we set a high standard for ourselves and our students. We are glad that the available performance measures and our observations suggest that we meet our goals. We note with gratitude that confidence in the school's level of care, respect and fairness remains high over the years. We believe this is largely due to the quality of student/teacher relationships, the presence of policies dealing specifically with bullying and inclusive practices, the clarification of high standards of behavioral expectations, the purposeful enforcement of those standards, and the purposeful increase of the profile of the Special Needs program. We believe that our emphasis on 'Biblical through Lines' in the curriculum, on the 'Journey Metaphor', on 'Formational Experiences' and on character development plays a positive role as well.

To further develop teacher competence, we are continuing training in regard to collaborative learning strategies, project-based learning, learning communities, 'Teaching for Transformation' strategies, the continued integration of technology, etc.

While the teachers formulate their personal and shared journey of growth quite extensively in their growth plans at the beginning of the year, we still struggle to carry through on those good goals and to assess progress. A teacher's life is busy, and our four-day schedule does not allow for much opportunity during regular weeks to think beyond the prep, teaching, and marking routines.

We collaboratively develop the year's PD program to involve teachers in capacity building opportunities that will develop their own skills, teaching materials, and plans. Our internal evaluation and the teachers' written reflections after convention or workshop attendance, and in the teachers' own Teacher Growth Plans suggests a good level of appreciation and buy-in for the school's PD program, more so than the AERR survey results indicate.

Goal 1

Components and order of priority:

1. *Set and maintain strict standards for the streaming of high school students into courses in which they have high opportunity for success,*
2. *maintain a school wide sequential and hierarchical program for teaching and improving proficient writing,*
3. *maintain strategies and standards for writing skills,*
4. *involve teachers in capacity building opportunities to develop their own skill and develop teaching materials and plans,*
5. *formulate statements describing core literacy and numeracy skills,*
6. *apply those statements in curriculum outlines and unit plans and connect them to assessment strategies of student work,*
7. *increase the student's test taking habits/abilities, improve local standards and averages,*
8. *match provincial standards and averages,*
9. *exceed provincial standards and averages.*

Goal 2:
Developing unique local programming that reflect the mission and vision of the school.

Local programming must promote the value of our own programs and activities that reflect the school’s unique mission and vision. The character of education at PCS is illustrated by the metaphor of the journey which moves humanity from the beginning of time to the end of time, from the perfection of the Garden of Eden, through the brokenness of this world, to the perfection of the City of God. It is important to us that the students develop a clear understanding of this. Our curricular emphases on ‘Transformational Experiences’ and character development can help them with that. We are also working on the formulation of our students’ distinct attributes of service and responsible action. Those are intended to help them develop personal character, skills, and attitudes such as good work ethic, ownership, responsibility, and care.

Teaching for Transformation (TfT)⁶

Our local vision priorities are focused on ‘knowing and telling our own story’ in the context of the larger stories of our communities, on ‘transformational learning’ and on ‘formative experiences’. These priorities stem from a worldview and teaching methodology that is not merely informative but transformative. Education at PCS is shaped by the traditional themes of our Reformed Christian heritage: study of God’s Creation and intent for mankind; realization of the significant consequences of man’s Fall into sin; hope in the changing power of God’s act of Redemption in Jesus; desire to be the faithful instruments by which God brings Restoration to His fallen world, and the hope for His completion of that restorative work at the close of time.

The transformational worldview is not content with the way things are. It knows that God is Lord over all things and recognizes that all is not right with God’s world because of human sin. In our Christian school we, therefore, not only reveal God in all things but also guide our students in their calling to respond with actions that show gratitude for His care and gifts. At PCS we are not satisfied with evidence of successful acquisition of information only. We want to see the formation and transformation of a person through the application of what was learned. Our Education Committee and board have encouraged staff to develop greater understanding of the classroom implications of ‘Teaching for Transformation’.

To emphasize the transformational nature of learning and growing in a Christian school we observe the success of our grade specific homeroom times for grades 7-12 at the start of each day and we are committed to their continuation.

In light of discoveries and of learning regarding the history of local First Nations and residential schools, we are involving our students in programs throughout the grades that teach and enable them to speak knowledgeably and to act with empathy and care for their neighbours. We do not have First Nations, Métis and Inuit students enrolled but we ensure that all students, teachers and school leaders learn about their perspectives and experiences, treaties, agreements, and history.

Goals 2 - TfT

Components and order of priority:

1. *Consider and articulate the school’s story,*
2. *consider and formulate a deep hope and statement of purpose for the school and for each classroom,*
3. *develop and maintain good homeroom practices that promote personal, transformational growth and community building,*
4. *formulate the three main TfT core practices,*
5. *distinguish essential practices of each of the core practices,*
6. *formulate goals for developing each of these essential practices,*
7. *develop strategies of integrating the deep hope and the practices in all of the curriculum,*
8. *write subject thematic statements that include a deep hope statement and each of the practices,*
9. *build teacher capacity in understanding and using the TfT framework and practices,*
10. *provide teacher opportunity to plan the integration of TfT practices and goals in the grade / subject units and lessons,*
11. *evaluate and assess effectiveness of the TfT effort for the students’ learning and personal growth,*
12. *communicate and celebrate the nature and success of the TfT.*

⁶ Appendix 2

Garden to the City (GtC)⁷

Goal 2 - GtC

Components and order of priority:

1. *Formulate the three main domains,*
2. *distinguish elements of each domain,*
3. *formulate goals for each of those elements,*
4. develop strategies of activating those goals within all of the curriculum,
5. write subject thematic statements that include each of the domains and goals,
6. build teacher capacity in understanding and using the GtC domains and goals,
7. provide teacher opportunity to plan the integration of GtC domains and goals in the grade / subject units and lessons,
8. evaluate and assess effectiveness of the GtC effort for the students' learning and personal growth,
9. communicate and celebrate the nature and success of the GtC framework.

During reflective learning times, we develop a deeper understanding of the character of education at PCS as it is illustrated by the metaphor of the journey. The pilgrimage journey moves humanity from the beginning of time to the end of time, from the perfection of the Garden of Eden, through the brokenness of this world, to the perfection of the City of God.

As part of our distinct methodology we continue our curricular emphases on 'Through Lines' and 'Formational Experiences', and on further developing our students' attributes of service and responsible action. We work to develop and improve personal character, skills, and attitudes such as good work ethic, ownership, responsibility, and care. Throughout the grades we aim to create opportunities for our students where they can learn and apply that faith and knowledge leads to acts of gratitude and responsible action.

Character Development

We focus on seven main character traits we want to see in our students. These are distinct attributes of service and responsible action. They are intended to help students develop personal character, skills, and attitudes such as good work ethic, ownership, responsibility, and care. Our 'character development' program teaches and rewards those traits. There is increasing evidence that this program is playing some positive role in our total effort of Christian education and that it is taking root in a practical way that rings true for the students and has integrity to make a difference in their personal character growth.

We are expanding the occasions at which we take students out of their classroom comfort zone into the community to learn to contribute real life value to real life needs. We want to counter our culture's illusion that an isolated, self-protected and self-serving life is fine. We do not believe that it is. Learning to care for others and to honour others for their gifts and blessings needs to be done in community. We recognize this as an important part of human interaction and as an act of gratitude of every Christian in response to grace and blessings given by God.

Goal 2 - Character Development

Components and order of priority:

1. *Articulate the reason for a character development program*
2. *Identify the main character traits we want to see in our students*
3. *Develop a framework by which we teach the students about the nature of each of the character traits*
4. *Maintain a schedule based on which character traits are highlighted throughout the school year*
5. *Create visual signs and object reminders that teach students about the character traits*
6. *Employ and manage a system by which students are recognized and rewarded for demonstrating particular character traits in exemplary ways*
7. *Invite chapel speakers who teach and illustrate the importance of particular character traits*
8. *Celebrate and publish to the school community some unique student achievements and special occasion that embody good character.*

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Goal 3:
Develop and improve the governance and operational structure and practices of the organization.

Adults and children in a Christian community believe that we do not own the world but live in it as stewards and caretakers. We do not really own the things which we say are ours. Personal property and wealth really belong to God and it is given to us temporarily, on loan, to use to His glory and to the benefit of others. If we live well as Christians, we are not a selfish people but a giving and sharing community. Our money and time and abilities are not ours, but they belong to our Father Creator. He generously lets us live in His world, use His resources, work with His children and enjoy His creation. The parents who support our school society desire to live that sense of stewardship and service and to apply it in the operation of the school organization. We are thankful for God's blessing on our work. *'Unless the Lord builds the house, they who build it labor in vain...'*⁸

The governance structure that gives shape to this view enables the parents to be involved in board elections, board committees, society general meetings, volunteer activities, etc. AGMs are held twice a year. Board and school administration provide extensive information during those meetings. In the spring the society membership elects new board members to four-year positions. Parents serve on various board committees for Education, Curriculum, Finance, etc. The Education Committee in particular serves well to keep parents informed of curriculum and policy changes. The school society members receive monthly newsletters about the affairs of the society and the school. The parents receive weekly newsletters about the programs, events, and educational efforts of each week. Parents are encouraged to get involved as volunteer helpers in school, as committee members, etc. During the AGM matters of enrolment projections, class configurations, curriculum updates, etc. are explained and discussed.

Parents are invited to speak with their children's teachers at the beginning of the year and after each report card. The parent survey of Spring 2023 indicates growing satisfaction with the school's operation. The level of satisfaction we observe with parental involvement in decisions about the child's education is gratifying. There was an increase this year in parent participation in classroom volunteer support, sports activities, extra-curricular activities, and community events.

The hiring of a new principal is an important part of the puzzle. We realize that the last ten years have provided good development of our school organization and structure. With the retirement of our principal, we now need leadership and new program development that connects with the students in a way that increases student commitment to lifelong learning, to excellence, and to their staying power in school toward grade 12 graduation.

We believe that some current and future operational developments are further helping us to offer a program of high academic value and sound character forming quality. The hiring of an experience choir and band teacher in 2022, assigning special athletic director responsibilities, Kindergarten enrolment increases, and the start of a high school automotive program, all feed into that narrative.

Goal 3

Components and order of priority:

1. *Maintain and nurture traditional structure of parent representation on the elected school board and in committees that advise the board and society,*
2. *provide training for current and new board members,*
3. *develop a board handbook that guides procedures and practices,*
4. *work with service organizations such as the Prairie Centre for Christian Education to develop board capacity for governance practices,*
5. *develop policies that guide the daily operation of the school and regulate the tasks and responsibilities its participants,*
6. *attract an experienced new principal and streamline the effectiveness of the administrative structure,*
7. *develop and improve reporting structure for society and government relationship.*
8. *start and build a credible, quality music program*
9. *develop and maintain a credible, quality athletic program*
10. *start an automotive program.*

⁸ Psalm 127:1.

Budget Summary 2023/2024

Funding is spent as per the budget and approval by the board. Revenue from Alberta government and parents' fees is expected to be stable because of firm projected enrollment. The charts provide a summary of the 2023/2024 budget. Detailed information is available from the school treasurer. We are thankful and appreciative of the support we receive from Alberta Education.

Capital and Facilities Projects

As enrolment continues to increase the board is considering the future to ensure that we can accommodate the growth. This may involve the financial expense of a building project or the long term investment in more teaching staff.

Summary of Facility and Capital Plans

Fundraisers takes place throughout the year. We have been blessed with a generous community that donates to the needs of our school. Through donations we have been able to pay down extra on the principal of our mortgage.

Parental Involvement.

Board, staff and administration are very thankful for all the efforts of positive parental involvement in the school. They applaud and encourage the continuation of many opportunities for involvement: the governance positions on the board and committees, and the community participation in general membership meetings, surveys, and special events, and the many volunteer positions. Volunteers help to operate the library, they help in the classrooms, participate in fundraising activities, sit on committees, do small maintenance work or help with bigger building projects. We appreciate the parents who faithfully attend and positively participate during bi-annual general school society meetings and open house projects. We are thankful for the sponsors who assist our High School students in their Green Certificate, Work Experience and Registered Apprenticeship Programs. We are especially grateful for the volunteers and donors who contributed time and financial support toward the school and the PCS Auxiliary for their substantial fundraising efforts.

Timelines and Communication

- Data highlights of this Annual Education Results report for 2022/2023 were reviewed by the board in November 2023. The complete report was approved December 12, 2023. It will be reviewed again at the April 2024 board meeting in preparation for the May Society AGM.
- Highlights of the plan are provided in the Society newsletter and at the School Society AGM in May 2024. The plan is posted on the website at <http://www.pcsmonarch.com/albertaedreports.cfm>.

Whistleblower Protection

- Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2022-2023 school year.

Summary of Financial Results	
Income: Revenue from the Alberta government was higher than budgeted due to the learning loss, fuel contingency, and supplemental enrolment growth funding. The school finished the year with a surplus of \$81,186, which is mostly due to the gain on a disposal of a capital asset.	
Expenses: Funding is spent as per the budget and approval by the board. We were thankful for the learning loss funding and transportation funding that the school received to help the students.	
Financial Summary for 2022-2023	
<u>Revenue Summary</u>	
Alberta Government Grants	\$1,038,110
Tuition fees	\$ 563,220
Donations & Misc. Income	\$ 526,673
Total Revenue	\$ 2,128,003
<u>Expense Summary</u>	
Instruction	\$ 1,363,483
Administration	\$ 269,631
Operation & Maintenance	\$ 242,204
Transportation	\$ 171,499
Total Expenses	\$ 2,046,817
Surplus(Deficit) of Revenue over Expenses	\$ 81,186
The Audited Financial Statements for the 2022/2023 school year, which includes detailed information about revenue and expenditures, are available at the school office or by contacting the Treasurer.	

Budget Summary 2023/2024	
<u>Revenue Summary</u>	
Alberta Government Grants	\$ 1,433,841
Tuition fees	\$ 593,135
Donations & Misc. Income	\$ 363,040
Total Revenue	\$ 2,390,016
<u>Expense Summary</u>	
Instruction	\$ 1,389,081
Administration	\$ 267,245
Operation & Maintenance	\$ 288,533
Transportation	\$ 261,025
Total Expenses	\$ 2,205,884
Surplus(Deficit) of Revenue over Expenses	\$ 184,132

Appendix 1.

Fall 2023 Alberta Education Assurance results:

Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 9986 Providence Christian School

Assurance Domain	Measure	Providence Christian 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	82.8	76.7	76.7	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	82.0	87.5	86.6	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	71.7	78.0	82.9	80.7	83.2	82.3	Low	Maintained	Issue
	5-year High School Completion	*	87.6	88.3	88.6	87.1	86.2	*	*	*
	PAT: Acceptable	n/a	81.3	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	10.7	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	50.0	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Diploma: Excellence	n/a	0.0	n/a	n/a	18.2	n/a	n/a	n/a	n/a	
Teaching & Leading	Education Quality	88.3	86.6	88.8	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.6	91.0	91.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	89.2	85.8	85.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	89.6	90.8	89.6	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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. Caution should be used when interpreting high school completion rate results over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and 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.
- 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.

Supplemental Alberta Education Assurance Measures - Overall Summary

Supplemental Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 9986 Providence Christian School

Measure	Providence Christian 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
Diploma Exam Participation Rate (4+ Exams)	0.0	n/a	37.6	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	7.7	5.2	3.7	2.5	2.3	2.5	Low	Maintained	Issue
In-Service Jurisdiction Needs	72.4	75.0	70.8	82.2	83.7	84.3	Very Low	Maintained	Concern
Lifelong Learning	85.7	85.4	88.5	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	82.2	74.8	79.8	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	88.6	85.3	87.6	81.2	81.9	83.4	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	*	72.7	86.4	71.9	70.2	68.3	*	*	*
Safe and Caring	93.4	92.7	91.5	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	82.3	75.6	78.6	72.9	72.6	73.9	High	Maintained	Good
School Improvement	91.0	81.1	83.5	75.2	74.2	77.9	Very High	Improved	Excellent
Transition Rate (6 yr)	67.0	35.6	35.6	59.7	60.3	60.2	High	Improved	Good
Work Preparation	73.3	83.0	90.2	83.1	84.9	84.5	Intermediate	Declined	Issue



Teaching & Leading

A.4 Education Quality - Measure History

School: 9986 Providence Christian School
Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Providence Christian School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	124	96.9	131	90.9	101	86.9	141	86.6	117	88.3	High	Maintained	Good	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	37	95.0	40	92.5	15	85.6	31	87.6	6	97.2	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	77	97.3	81	88.7	79	82.4	97	81.2	100	81.3	Very Low	Maintained	Concern	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	10	98.3	10	91.7	7	92.9	13	91.0	11	86.4	Very Low	Maintained	Concern	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Student Growth and Achievement



High School Completion Rates - Measure History

School: 9986 Providence Christian School
Province: Alberta

	Providence Christian School										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	9	88.9	8	87.8	4	*	13	78.0	6	71.7	Low	Maintained	Issue	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	3	*	9	89.1	8	87.7	4	*	13	79.7	Intermediate	Maintained	Acceptable	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	4	*	3	*	9	89.0	8	87.6	4	*	*	*	*	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

Governance



C.1 Parental Involvement - Measure History

School: 9986 Providence Christian School
Province: Alberta

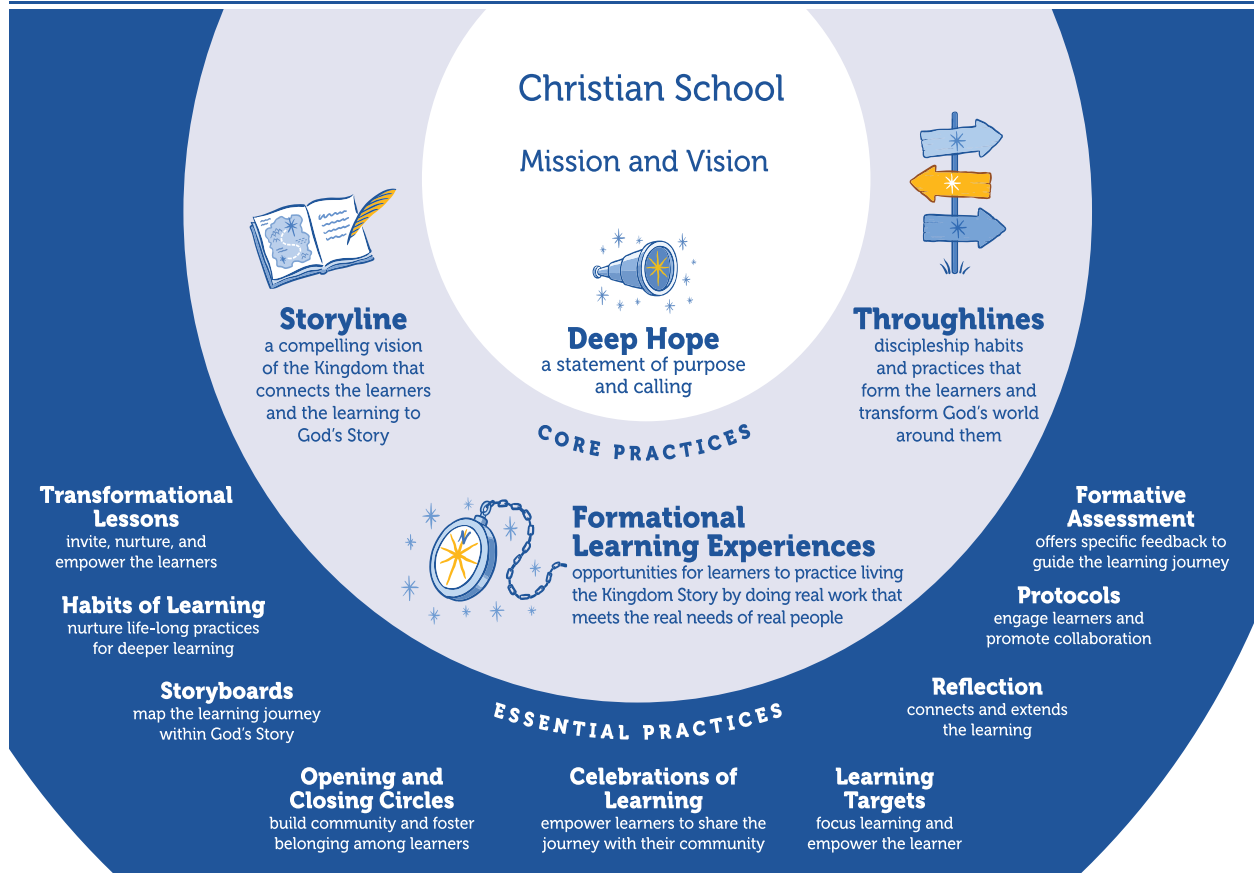
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Providence Christian School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	47	98.6	50	88.4	22	84.3	44	90.8	17	89.6	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	37	97.3	40	88.8	15	89.2	31	87.7	6	86.7	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	10	100.0	10	88.0	7	79.4	13	93.8	11	92.6	Very High	Maintained	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Appendix 2.



See the Story. Live the Story.



Transformational Worldview

Creation: Human beings are created by God in his image. Therefore our ability to think and learn are gifts from him. God has created us "good". Sin has distorted this original perception of goodness, but through His grace, some of it remains. Despite the prevalence of sin and evil that can be seen in the past and present, we can still see instances where God has moved human history forward according to His own plans. Despite the ails affecting us in the present, we continue to see beauty, goodness, curiosity, and a willingness to explore God's creation and learn more about Him through the increased understanding of His work.

Fall: History has empirically and unequivocally demonstrated the extent of the depravity of mankind. Man's sinful conceptions can also be found everywhere, including in our educational institutions. The denial of absolute truth, the spirit of relativism that permeates discussions and conversely the suppression of questioning and exploration due to biased and short sighted proclamations of "truth" have all found their way (or managed to stay) in 21st century classrooms. The reality of current North American culture is such that post modernity does not provide an agreeable circumstance for religious belief to flourish. Reflective Christian educators want to avoid a "book-end" approach to Christian education in which secular education is merely sandwiched between prayer and devotions as this hardly reflects a distinctive approach to education. Furthermore, students who feel that they are "losers" while others are "winners" means that some of our students cannot see themselves the way God has intended them to be.

Redemption: God has not given up on His Creation. The death of His son, our Saviour, means that there is hope in our world, a hope that we could not achieve without the sacrifice of Jesus Christ. There are many different historical and contemporary schools of thought with regards to our identity. Who are we? What is our responsibility towards community? We need to acknowledge our place in Creation and join our Savior in working to bring glory to God in education and as an extension, all parts of Creation

The desire of Christian educators to maintain the integrity of Christ-centered education, is something that is not always easy to do in a post-modern age "do whatever you want" age.

On the other hand, Christian educators must be conscious about being reactionary and putting up high fences between themselves and the larger public education establishment. Such a mindset goes against proponents of a more transformative view of Christianity who don't want to see Christianity put in a box. For all Christian educators to be ethical and responsible to the needs of their students, they need to engage in an ongoing dialogue with regards to educational initiatives/school improvement.

Restoration (God's Fingerprints): As stated above, despite a broken world we can see evidence of God's work in Creation. In human history, there have been many dark times, yet even there we see God's hand in various shining examples. God has not abdicated his Creation. Recognizing his work, both inspires us to work alongside him and reminds us of his majesty. God promises to completely restore Creation (Matt. 24:30, Mark 14:62, Luke 17:30, I Thess. 5:23, Isa. 65:17, II Peter 3:13, Rev. 21:1). We also know that in the meantime, he often uses people to bring about his purpose and plan (Moses, Noah, Abraham, Jacob, David, Jacob, Joseph, Gideon, Peter, John, Luke, Paul etc.). In short this world is still God's. In our study of modern history and current global events, we will look for His fingerprints. These may sometimes be subtle, but still very much there.

The question remains for education—how do we get this belief system to walk out into the practice of our classroom lessons? How can we actively and intentionally engage students in the creation-fall-redemption-restoration worldview, in ALL school activities. How do we avoid a "book-ends" approach to Christian education where prayer is done before and after the class, but the lesson remains largely unaffected?

TfT Through Lines

<p>God-worshipper: Students will understand that worshipping God is about celebrating who God is, what God has done and is doing, and what God has created. It is literally about standing in awe and wonder of God and His promises. Students will see this worship as a way of life.</p>
<p>Idolatry-discerner/Prophetic-speaker: Students need to learn to “read” a worldview by asking questions about what is being portrayed in regard to culture, values, and belief systems. Through the curriculum students will be challenged to identify, understand, and lay bare the idols of our time (and times past). But this is not the end. Students need to test these ideas against the Transformational worldview and be modern day prophets.</p>
<p>Earth-keeper: Students will respond to God’s call to be stewards of all of creation. Caretaking can so easily succumb to exploiting. We need to reclaim and relearn how to respectfully treat the world/universe and all things contained in it. This is a matter of respecting God and it is our responsibility to be earth-keepers.</p>
<p>Beauty-creator: Students will create beauty that praises God and enriches our world. Creation shouts that our God is a God who loves diversity, complexity, and creativity. Being an image bearer means having the ability and responsibility to discover, respond to, develop, use, and improve the world that God has placed us in.</p>
<p>Justice-seeker: Students will act as agents of restoration. The world is not as God intended it to be. We lead our students to see the injustices in this world - but seeing these things can’t be where we stop. We need to enable students to act as agents of restoration by BOTH identifying and responding to injustices. What a responsibility and privilege!</p>
<p>Creation-enjoyer: Students will celebrate God’s beautiful creation and give testimony to the presence of God in creation. Creation enjoying is looking at, talking about, studying creation. Ordinary things become extraordinary when seen in a new way. Creation enjoying is helping to coax the “songs of joy” (Ps. 65:8) from ourselves and from our students.</p>
<p>Servant-worker: Students will work actively to heal brokenness and bring joy to individuals and to culture. Being an image bearer means having the ability and responsibility to discover, respond to, develop, use, and improve the world that God has placed us in. We need to cultivate in our students the desire and ability to offer hope, healing, and restoration to this world and its people.</p>
<p>Community-builder: Students will be active pursuers and builders of community, in their classrooms, their neighbourhoods, and in the global village they are part of. Students need to learn to pursue shalom - to be active and eager examples of peaceful and shalom-filled communities. Our classrooms will be communities of grace where students will learn to walk and work together in peace.</p>
<p>Image-reflector: Students bear the image of God in their daily lives. Being an image bearer isn’t something we DO. It is deeper than that. Image bearer is what we ARE. We reflect God’s image! And we learn to see God’s image in others. The more Christ-like our actions are the more clearly Christ’s light shines in a dark world.</p>
<p>Order - discoverer: Students see God’s fingerprints all over creation. When we read the creation account we read a story of God creating order out of chaos. There is purpose in God’s creation and we are able to discover this amazing order within creation. One of the inescapable conclusions for our students must be, “God really had an amazing plan for all of this didn’t He!”</p>

Appendix 3.

Providence Christian School Curriculum Framework

From the Garden to the City



‘From the Garden to the City’: God made all things perfectly in Creation (Garden) and He will remake all things perfectly after Christ’s return. (New Jerusalem)

We are on a journey from the place of perfection which we lost through our own guilt, to a place of perfection which God prepares for us by His grace.

Sin: We now live in a broken world where the normal ways of the world and of our own hearts rebel against God’s standards. Sin has separated us from God and His good plan.

Salvation: Through regeneration Christ saves us from the debilitating grip of sin. His redemptive work forms the standard for a new humanity which He is calling out of this broken world. As baptized children our students are set apart. Christ calls them to become citizens of the City of God. Such citizenship requires love for God and faith in Christ. It requires a changed, regenerated heart.

Service: Citizens of the City will begin to reflect redemption and citizenship already now in this present world. When the students by the grace of God live as He designs, they can already experience some small foretaste of what it will be like to live with God in the heavenly City. Their actions can become hopeful and thankful acts of faith and hope in the plan and work of God. When our students encounter evidence of sin in their own hearts, in each other, and this world such as hurtful relationships, pollution, hatred, waste, materialism, selfishness, greed, etc. they can learn to see them as the breaking of God’s design. By God’s grace they can learn to be different and begin to live as citizens of God’s City and long to obediently ‘be Holy as I am Holy’.

Appendix 4.

Local and Societal Context

A Profile of the School Authority

Providence Christian School follows a 'society run' model. School society members elect a school board, which oversees the hiring of teachers and administrators and monitors the effective operation of the school. Members of the society are people who agree on the standards specified in the society constitution. The common ground among them is the shared Christian worldview gained from the Protestant Reformation of the early 1500s. This worldview is expressed in particular in The Bible: The Holy Scriptures of the Old and New Testament, which is considered to be the infallible guide for faith and practise. These Scriptures are confessed to be the Word of God, as summarized and expressed in historic creeds of the Reformed churches, such as the Belgic Confession of Faith, the Westminster Confession of Faith, the Heidelberg Catechism, The Canons of Dort, and other Reformed creeds.

Documents such as constitution, bylaws, education creed, graduate profile, etc. are posted on the school website: www.pcsmonarch.com or available from school administration.

Foundation Statements

Mission and Mandate:

The mission of the Providence Christian School Board, in collaboration with the Providence Christian School Society, is to further the cause of Christian education in general and, more particularly, to conduct in its own community a school system which will provide a weekday Christian instruction and education which the applicants deem necessary for covenant children in order that such children may be true Christians and occupy worthily their places in society, church, and state. All curricular requirements of the Department of Education in the Province of Alberta are fulfilled, and all institutional and physical facility requirements are met.

Vision:

Providence Christian School is a Christian day-school which offers Alberta Curriculum from a Christian perspective in order to train students to become responsible citizens who are true Christians and who will occupy worthily their places in society, church and state.

Belief:

Providence Christian School was set up for committed Christian parents who are intent to maintain Christian nurture for their children in their formal education. We seek to be obedient to God's command to pass onto the next generation His decrees, laws and mighty deeds (Deuteronomy 6 and Psalm 78). We believe that home and school must work closely together to educate children so that what is taught and believed in the home is reinforced at school. Since we believe that children are image bearers of God, we seek to have them educated in a safe, secure and caring environment where they are respected and valued. Our aim is to develop within the students strong reading, writing and math skills so they are able to analyze data, develop ideas and inferences in order to become discerning thinkers. We strongly believe that sound Christ-centered education is an essential building block of our society's future.

Education at PCS is shaped by the traditional themes of our Reformed Christian heritage:

- study of all of God's creation and intent for mankind,
- realization of the significant consequences of man's fall into sin,
- hope in the changing power of God's act of redemption in Jesus, by which we learn to be the faithful instruments through which God brings restoration to His fallen world.

The character of education at PCS is illustrated by the metaphor of the journey which moves humanity from the beginning of time to the end of time, from the perfection of the Garden of Eden, through the brokenness of this world, to the perfection of the City of God.

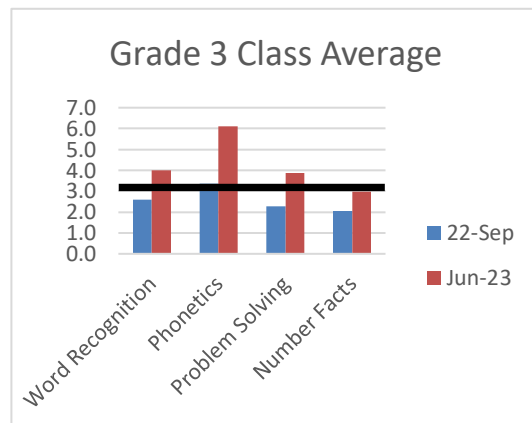
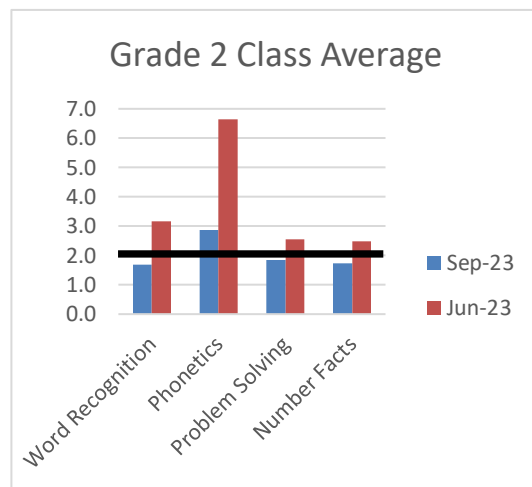
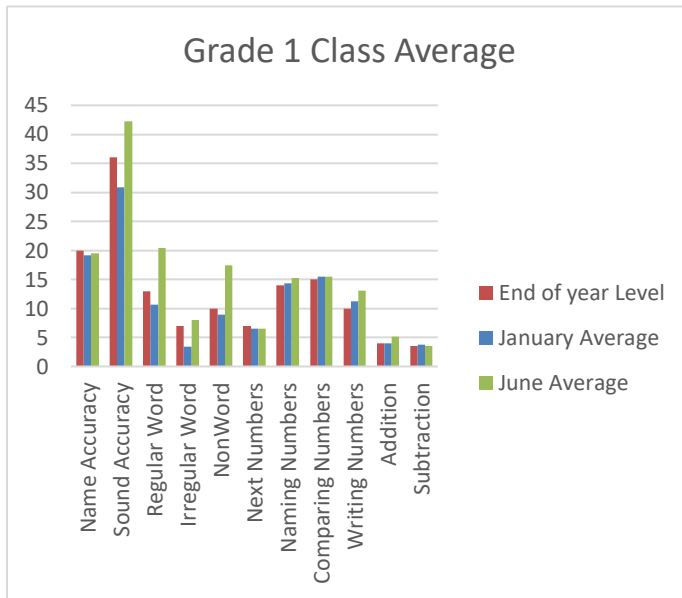
Appendix 5.

Learning Loss testing and results

The unusual learning arrangements of the previous years have had their effect on our students. The times away from school set the learning progress of many younger students back noticeably. Upon detailed testing we found that about 40% of the grade 1, 2, and 3 students were identified with issues of learning loss in the core numeracy and literacy areas. Each of those students was targeted for specific one-on-one support for a five-month period, and then again for the remainder of the school year. Our Special Ed coordinator works with the classroom teachers to monitor students' progress. Further testing and specific evaluation will be done if there are indications of the need of additional student support or remediation. The results from those tests are guiding our planning for the Elementary grades in general and for some individual students in particular. We employ classroom aides and volunteers when we feel that students are falling behind in the acquisition of essential skills and knowledge.

The averages shown in the bars in the graphs below are the result of assessing 16 Grade 2 students and 15 Grade 3 students at the beginning of their school year. Four subtests from the WJIV test were used in this assessment. The black line in each chart below indicates the expected level for the students as set by the WJIV norms. Results were sent out to all the parents. The results included the relevant class average chart as shown below and each student's individualized results in chart form.

Testing of all the grade 1, 2, and 3 students was done again in June. The LeNs and Numeracy tests provided by Alberta Education were used for Grade 1. The averages shown in the red bars are the result of assessing 19 grade one students, 16 grade 2 students and 15 grade 3 students in May 2023. This testing demonstrates student growth over that time.



4. Please complete the table below. Please enter N/A for any cells that do not apply to your school or education authority.

	Total number of students assessed at beginning of school year (Grade 1 in January)	Total number of students identified as being at-risk in literacy or numeracy on these initial assessment(s)	Total number of at-risk students in literacy who received ONLY literacy intervention programming	Total number of at risk students in numeracy who received ONLY numeracy intervention programming	Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy intervention programming (i.e., the same student received both literacy AND numeracy programming)
Grade 1	18	3	3	0	0
Grade 2	16	3	3	0	0
Grade 3	15	4	3	0	1
Grade 4	n/a	n/a	n/a	n/a	n/a

5. Literacy data for students in grades 1 to 4. Please enter N/A for cells that do not apply to your school authority.

First Nations Education Authorities: Please do not complete this question and proceed to question 6.

	Name of Alberta Education-provided or approved literacy screening assessment(s) used	Total number of students identified as being at risk in literacy on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as being at risk in literacy on final assessment(s) (end of year)	Average number of months behind grade level at-risk students were at in literacy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in literacy at time of final assessment(s)
Grade 1	LENS/CC3	3	2	n/a	n/a
Grade 2	WJIV	3	3	0.8	0.8
Grade 3	WJIV	4	4	1.2	1.4
Grade 4	na/	n/a	n/a	n/a	n/a

6. Literacy data for students in First Nations Education Authorities only.

	Name of literacy screening assessment(s) used	Total number of students identified as being at risk in literacy on initial assessment(s) (in	Total number of students identified as being at risk in literacy on final assessment(s) (end	Average number of months behind grade level at-risk students were at in literacy at	Average number of months gained at grade level by at-risk students in literacy at
				if initial	time of final

10. Numeracy data for students in grades 1 to 4. Please enter N/A for cells that do not apply to your school authority.

First Nations Education Authorities: Please do not complete this question and proceed to question 11.

	Name of Alberta Education-provided or approved numeracy screening assessment(s)	Total number of students identified as being at risk in numeracy based on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as being at risk in numeracy based on final assessment(s) (end of year)	Average number of months behind grade level at-risk students were at in numeracy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in numeracy at time of final assessment(s)
Grade 1	Alberta numeracy s	0	0	0	0
Grade 2	WJIV	0	0	0	0
Grade 3	WJIV	1	1		1.8
Grade 4	n/a	n/a	n/a	n/a	n/a

11. Numeracy data for students in First Nations Education Authorities only.

	Name of numeracy screening assessment(s) used	Total number of students identified as being at risk in numeracy based on initial assessment(s) (in January for Grade 1)	Total number of students identified as being at risk in numeracy based on final assessment(s) (end of year)	Average number of months behind grade level at-risk students were at in numeracy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in numeracy at time of final assessment(s)
Grade 1					

12. Did you fully implement the numeracy intervention programming as described in your application for additional funding?

Yes

13. Please provide a brief summary of the intervention strategies that proved most effective in addressing learning gaps in numeracy.

The intervention strategy that proved the most beneficial was the one-on-one support. The teachers were able to provide significant support in the classroom, but when the support was individualized, the students benefitted the most.

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14. If the intervention programming was different than what was stated on your application for funding, then please provide a brief

15. Please list the actual total costs to hire certificated staff and/or non-certificated staff to implement intervention programming.

	Actual number of certificated staff	Actual total cost (\$) of salaries and benefits for certificated staff	Actual number of non-certificated staff	Actual total cost (\$) of salaries and benefits for non-certificated staff	Actual total cost (\$) of materials and supplies	Total actual program cost (\$)
Grade 1	.02	\$	0.47	\$	\$	\$
Grade 2	.02	\$	0.09	\$	\$	\$
Grade 3	.02	\$	0.44	\$	\$	\$
Grade 4	0	\$	0	\$	\$	\$

***Note: for #15, the non-certified staff count is based on the number of blocks that identified students were served during the 22/23 school year. 15/32 blocks for Grade 1; 3/32 for Grade 2 and 19/32 for Grade 3*

***The actual total of supplies included the amount for RAZ-kids and for the Heggerty*