

Providence Christian School

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2024 Annual Education Results Report

Introduction

We were blessed with another good year in 2023/2024. Our school experienced growth, both with regard to enrolment numbers and in meeting our goals. Although the year had its difficulties, these difficulties were typical to a school year and did not significantly impede the successes that were experienced. In the 2023/2024, the principal role was shared 50/50 between the principal and vice principal. This resulted in some shifting of responsibilities for each, but it led to a successful year for everyone. The end of the school year marked the end of the principalship of Mr. Hugo VanderHoek. Over the 11 years of guidance from Mr. VanderHoek, Providence has experienced enrolment growth, stronger board governance practices and a strengthening of our identity. This report reflects on the assurance measurements. This year, we saw a significant increase in the number of parental contributions. This gives us a bit more confidence in the parent data. However, our class sizes continue to be small (our graduating class had two students), and therefore, any analysis of the data needs to recognize that student results can be highly impacted by outliers.

Overarching school goals:

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

Accountability Statement

The Annual Education Results Report for Providence Christian School for the 2023/2024 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 *Ministerial 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 2023/2024 were reviewed by the board in November 2024. The complete report was approved December 10, 2024. It will be reviewed again at the April 2024 board meeting in preparation for the May Society AGM.

Board chairman

Dan Neels

Local and Societal Context

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 intend to maintain Christian nurture for their children in their formal education. We seek to be obedient to God's command to pass on to 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. We aim to develop within the students strong reading, writing and math skills so they can analyze data and develop ideas and inferences 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.

School Authority Profile

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's 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 practice. 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 Dordt, and other Reformed creeds. Providence was established by a small parent group in 1994. They desired to build a Christian school that reflected the Christian principles of the church community to enable children to grow up in an environment where church, home and school had the same Christian foundation. In 1994, we had 43 students in Kindergarten through Grade 9 for our first year of operation.

The student population in 2023/2024 was 196 students with 12.42 FTE teaching staff. We also have a part-time counsellor and a part-time Woodworking teacher. We were thankful to have all of our teaching positions filled. As our previous principal had announced his retirement at the end of the 23/24 school year, a significant amount of time was spent searching for a position who could fill this position well. In April, we were able to confirm the hiring of an internal candidate.

Although we are considered a small school, we can offer many programs that provide students with skills and abilities that exceed the Alberta curriculum expectations. We offered the following programs for the 23/24 school year to students in Grades 7-12.

- Foods
- Woodworking
- 3D printing
- Robotics
- Mechanics
- Off-campus: RAP, Green Certificate, Work Experience and Dual Credit
- Religious Studies: Religious Meanings, Religious Studies and World Religions
- Special Needs Programming
- Economics for Consumers
- Middle School Choir

As a single school authority, we must be part of various organizations to provide the support and collaboration that we need. The services of the Prairie Centre for Christian Schools provide curriculum support, governance support, teacher professional development opportunities, school and principal evaluation, and consulting services. The Association of Independent Schools and Colleges of Alberta (AISCA) provide us with consulting services, teacher certification, policy development templates and government advocacy.

In the 2023/24 school, PCS did not have any self-identified First Nations, Métis and Inuit Students. As well, in the 2023/24 school year, PCS did not have any English Language Learners. As a result, there is no data to report in these areas.

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

Trends

In the 2023/2024 school year, the following trends were observed at Providence.

- There was a continued increase in enrolment. The 2023/2024 school year saw a 2% increase in enrolment.
- There is an increased focus on trades. This is due to collaboration with the Lethbridge School District and the Lethbridge Polytechnic through programs such as Trades4U and Exploratory Days. Through these programs, students can receive hands-on experience in a variety of trades.
- Our special ed program continues to grow to meet the increased needs of our student population.
- We continue to be pleased with the support received by our government. The labelling of our schools as 'independent' vs 'private' recognizes the context that we are in. We are also thankful for the government's desire to support parental choice in education.
- A significant amount of time was spent determining the best candidate for our principal position. In May, the board announced the hiring of an internal candidate, Angela Feyter, for this position. The Board is grateful for this hire.
- Our sports program continues to grow. Many of our students are involved in at least one sport throughout the school year. This not only increases our student's athleticism but also increases their sportsmanship, their overall academic achievement, and their ability to respond appropriately in tough situations.
- Commitment to Reformed Education continues to be a key desire of our school community. This is evident in its policies, hiring practices and student enrolment.

Assurance Domain	Measure	Providence Christian Sch Soc			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	79.7	82.8	79.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	84.0	82.0	84.8	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	82.0	71.7	74.9	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	79.4	*	88.3	88.1	88.6	87.3	Low	Maintained	Issue
	PAT6: Acceptable	n/a	92.3	92.3	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	15.4	15.4	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	55.4	55.4	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	1.8	1.8	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	71.4	71.4	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	0.0	0.0	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.5	88.3	87.5	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.4	89.6	90.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	87.8	89.2	87.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	96.3	89.6	90.2	79.5	79.1	78.9	Very High	Improved	Excellent

Measure	Providence Christian Sch Soc			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)	18.2	0.0	n/a	52.7	3.5	n/a	Very Low	n/a	n/a
Drop Out Rate	6.1	7.7	6.3	2.5	2.5	2.4	Intermediate	Maintained	Acceptable
In-Service Jurisdiction Needs	69.8	72.4	73.7	81.1	82.2	83.0	Very Low	Maintained	Concern
Lifelong Learning	78.9	85.7	85.6	79.9	80.4	80.7	High	Maintained	Good
Program of Studies	78.1	82.2	78.5	82.8	82.9	82.9	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	89.0	88.6	86.9	80.6	81.2	81.5	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	66.7	*	72.7	70.7	71.9	70.0	Intermediate	Maintained	Acceptable
Safe and Caring	90.5	93.4	93.1	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	78.4	82.3	78.9	71.9	72.9	72.7	High	Maintained	Good
School Improvement	86.9	91.0	86.0	75.8	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (6 yr)	*	67.0	51.3	60.1	59.7	60.0	*	*	*
Work Preparation	92.0	73.3	78.1	82.8	83.1	84.0	Very High	Improved	Excellent

Goals

Goal 1: Increase Academic Standards and Achievement

Domains

Student Growth & Achievement
Teaching & Leading
Local and Societal Context

Our school vision states “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.” This speaks to a bigger picture than just academics. Our principal desire is to have students who follow their Saviour with all of their heart, soul, mind and strength, and this influences how we teach the content.

Our first goal speaks to our desire to have our school have higher averages in the core subjects, particularly in the junior high and high school classes. Over the years, our community has shifted from a largely agrarian population to a trades-based one. Many of our students see value in attending trade school; however, few see value in attending post-secondary education for anything else. This often leads to a decreased valuing of the education beyond a Grade 10 education. This is something that both our Education Committee and our School Board are working to combat. They recognize the value of the trades but concurrently are working to engage our students at all levels while attending PCS.

The Board is working on this by being intentional in their course offerings, policy development and hiring practices. Last year was the first year that we offered an off-site mechanics program. Students were highly engaged in this, and we are continuing this into this current school year. Students are encouraged to enter into course streams that are indicative of their desired career path. Most of our students are in the -2 stream and are experiencing success. The Board has committed to having teachers teach all of the core subjects – even though it sometimes comes with financial hardship.

In general, 90% of our society is satisfied with the quality of education at Providence. Parents are the most satisfied. Our students are the least satisfied; this may be due to some of the disengagement we have noticed in our students in recent years. Board, teachers and parents have been actively combatting this, and we hope that over the next few years, we may see a cultural shift in this area.

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. involve students in various forms of sharing of their learning, either by way of publication of their writing or participation in a 'celebration of learning' event,
9. match provincial standards and averages,
10. exceed provincial standards and averages.

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

	Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	131	90.9	101	86.9	141	86.6	117	88.3	162	89.5	High	Maintained	Good	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	40	92.5	15	85.6	31	87.6	6	97.2	40	92.9	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	81	88.7	79	82.4	97	81.2	100	81.3	107	86.6	High	Improved	Good	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	10	91.7	7	92.9	13	91.0	11	86.4	15	88.9	Very Low	Maintained	Concern	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Providence has a strong athletics program. Many of our students are involved in basketball, volleyball, cross-country, badminton, hockey or track-and-field. This program serves to motivate our students to do well both on and off the field. As well it develops character skills such as sportsmanship and fair play. Along with a strong athletic program, students are exposed to a variety of fine arts and applied skills. Through this, their interest is piqued, and more engagement in other subjects is seen. Our survey results demonstrate a lower

amount of engagement reported by students compared to parents and teachers. However, it is encouraging to see that there has been growth over the past few years.

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																					
	Authority										Measure Evaluation			Province							
	2020		2021		2022		2023		2024					2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	n/a	n/a	101	77.6	141	76.7	117	82.8	162	79.7	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	15	86.7	31	92.3	6	100.0	40	87.4	n/a	Declined	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	79	60.6	97	53.3	100	51.3	107	58.3	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	7	85.7	13	84.6	11	97.0	15	93.3	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

We also desire to see increased levels of academic achievement in Kindergarten through Grade 10. Overall, we have seen good growth in this area. In particular, our elementary program is strong both in numeracy and literacy. Our board has shown strong support for students who struggle, and as a result, we have a significant amount of EAs. Students who struggle are given the support they need either in a classroom setting or via one-on-one support. As well, our parents see value in their children being competent in the basics of literacy and numeracy. The learning loss assessment completed by our Special Ed department also provided a picture of how our students are doing. Through this, we were able to see a decrease in the number of students requiring support. Due to the financial support of our board, the EAs can provide one-on-one support and classroom support as needed for any of our students who are struggling. The Board of PCS hired a dedicated Special Ed Coordinator for 2023/2024. Through her concentrated work solely in the special ed field, students, parents and staff were able to receive more individualized support. Our survey results speak to that – 87.8% of our population feels that they have the access that they need to appropriate supports and services.

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	101	90.0	140	85.8	117	89.2	162	87.8	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	15	91.9	31	90.6	6	93.3	40	94.5	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	79	80.9	96	82.3	100	79.8	107	79.7	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	7	97.1	13	84.6	11	94.5	15	89.2	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Our PAT results have shown some growth, particularly in the Grade 6 area. Our results show that a significant amount of our students scored in the acceptable range and that this amount is the highest percentage over the past four years. Last year, our Grade 6 students participated in three field tests. Our internal analysis shows success in these areas as well. Our Grade 9 students exceed provincial averages in the acceptable standard area; however, they consistently are below the provincial averages in the standard of excellence area. This is an area of concern, and our Education Committee and high-school teachers are in frequent conversations about how to improve this.

Grade 6 PAT Results By Number Enrolled Measure History														
Providence Christian Sch Soc					Measure Evaluation				Alberta					
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023	
N	14	n/a	n/a	15	13	n/a	n/a	n/a	54,802	n/a	n/a	56,482	57,655	
Acceptable Standard %	0.0	n/a	n/a	80.0	92.3	Very High	n/a	n/a	76.2	n/a	n/a	67.8	66.2	
Standard of Excellence %	0.0	n/a	n/a	20.0	15.4	Intermediate	n/a	n/a	24.4	n/a	n/a	20.1	18.0	

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	100.0	7.1	n/a	n/a	n/a	n/a	100.0	6.7	100.0	30.8		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
Mathematics 6	Authority	78.6	0.0	n/a	n/a	n/a	n/a	86.7	13.3	76.9	0.0		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	Authority	*	*	n/a	n/a	n/a	n/a	86.7	13.3	n/a	n/a		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	Authority	*	*	n/a	n/a	n/a	n/a	80.0	20.0	92.3	15.4		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
English Language Arts 9	Authority	83.3	16.7	n/a	n/a	n/a	n/a	84.6	0.0	71.4	0.0		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
Mathematics 9	Authority	33.3	0.0	n/a	n/a	n/a	n/a	46.2	7.7	35.7	7.1		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
Science 9	Authority	33.3	5.6	n/a	n/a	n/a	n/a	84.6	7.7	64.3	0.0		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
Social Studies 9	Authority	27.8	0.0	n/a	n/a	n/a	n/a	76.9	15.4	50.0	0.0		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		

Grade 9 PAT Results By Number Enrolled Measure History													
	Providence Christian Sch Soc					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	18	n/a	n/a	13	14	n/a	n/a	n/a	49,210	n/a	n/a	53,039	57,925
Acceptable Standard %	37.5	n/a	n/a	73.1	55.4	Very Low	n/a	n/a	69.6	n/a	n/a	62.9	62.6
Standard of Excellence %	4.2	n/a	n/a	7.7	1.8	Very Low	n/a	n/a	19.8	n/a	n/a	16.8	15.5

*Note: no students have self-identified First Nations, Métis and Inuit. As such, there is no data for the percentage of FNMI who achieved Acceptable Standard and Standard of Excellence for Grade 9 PATs

: no students have received English as an Additional Language support. As such, there is no data for students in this category who achieved Acceptable Standard and Standard of Excellence for Grade 9 PATs

Our diploma results are weak, especially in the Math and Science areas. However, our average for the students in the acceptable range is the highest that it has been in the past four years. Over the last three years, our AEM numbers have fluctuated significantly. This speaks to our small numbers and the ability of one student to considerably impact the results. Last year was the first year with the implementation of our course streaming policy, and we should see positive results from this in the 25/26 school year. This policy enables us to place students in courses that are best suited to their academic and career needs.

Diploma Exam Results By Students Writing Measure History													
	Providence Christian Sch Soc					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	9	n/a	n/a	12	9	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Acceptable Standard %	70.0	n/a	n/a	50.0	71.4	Very Low	n/a	n/a	83.6	n/a	n/a	75.2	80.3
Standard of Excellence %	0.0	n/a	n/a	0.0	0.0	Very Low	n/a	n/a	24.0	n/a	n/a	18.2	21.2

		Providence Christian Sch Soc							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	4	*	n/a	n/a	31,493	83.7	n/a	n/a
	Standard of Excellence	*	*	*	4	*	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	*	*	*	5	*	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	*	*	*	5	*	n/a	n/a	17,112	12.7	n/a	n/a
Chemistry 30	Acceptable Standard	*	*	*	4	*	n/a	n/a	18,364	80.5	n/a	n/a
	Standard of Excellence	*	*	*	4	*	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	9,241	82.3	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a	9,241	39.9	n/a	n/a

*Note: no students have self-identified First Nations, Métis and Inuit. As such, there is no data for the percentage of FNMI who achieved Acceptable Standard and Standard of Excellence for diplomas

: no students have received English as an Additional Language support. As such, there is no data for students in this category who achieved Acceptable Standard and Standard of Excellence for diplomas

: data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority													Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	8	87.8	4	*	13	78.0	6	71.7	11	82.0	Intermediate	Maintained	Acceptable	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	9	89.1	8	87.7	4	*	13	79.7	6	70.3	Very Low	Maintained	Concern	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	3	*	9	89.0	8	87.6	4	*	13	79.4	Low	Maintained	Issue	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

Another strategy that we are using to increase academic standards is to develop our staff's professional development. Staff developed divisional goals, examined the use of AI, strengthened their understanding of the new curriculum and created talking points to encourage students to value education. Although much of the professional development opportunities were directly connected to the staff's wishes, the survey results showed that many of the staff did not feel that the PD was valuable. More work will be done on this in future years.

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																							
	Authority													Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	10	66.7	6	72.2	12	75.0	11	72.4	15	69.8	Very Low	Maintained	Concern	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	10	66.7	6	72.2	12	75.0	11	72.4	15	69.8	Very Low	Maintained	Concern	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

The early years literacy and numeracy assessment provided an overview of how our students are doing. As mandated by Alberta Education, we assessed our Grade 1 and 2 students. The CC3, LeNS and Numeracy Screening Assessment were used. For the second assessment, we decided to assess all students in order to determine growth. Teachers were able to examine initial and final results to see how their students grew over the year. Students who were identified as 'requiring additional support' received one-on-one support in addition to their regular classroom support. This involved direct instruction in phonetic skills, comprehension activities or number sense development. Due to the nature of the tests mandated by Alberta Education, we were unable to determine the average number of months behind and the average number of months gained by the at-risk students. Based on teacher experience and student growth, we would estimate this growth to be at 6-8 months.

Grade 1 Jan				Grade 1 June		
	Total Number of Students	Require Additional Supports	Not Requiring Additional Supports	Total	Require Additional Supports	Not Requiring Additional Supports
LeNS	20	1	19	20	1	19
CC3	20	1	19	20	1	19
Numeracy Screening	20	4	16	20	5	15

Grade 2 September				Grade 2 June		
	Total	Require Additional Supports	Not Requiring Additional Supports	Total	Require Additional Supports	Not Requiring Additional Supports
LeNS	19	1	18	19	1	17
CC3	19	3	16	19	0	16
Numeracy Screening	19	3	16	19	2	16

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

Domains

Learning Supports:

Local and Societal Context:

Student Growth & Achievement:

Goal 2 - Part A: TtT

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 TtT 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 TtT framework and practices,*
10. *provide teacher opportunity to plan the integration of TtT practices and goals in the grade / subject units and lessons,*
11. *evaluate and assess effectiveness of the TtT effort for the students' learning and personal growth,*
12. *communicate and celebrate the nature and success of the TtT.*

Goal 2 – Part B: GtC

Components and order of priority:

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

Goal 2 – Part C: 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.*

As a Christian independent school, we are intentional about telling our story. To do this, we have developed local programming that reflects who we are and how we are unique. It reflects our school's mission and vision statement, and it gives it hands and feet. The over-arching story that connects all of our classrooms in light of the mission and vision statement is the idea that we are on a journey in a sin-warped world. Our journey started in a garden of perfection, and students are called to faith in Christ to become citizens of that perfect City. This is then evident by their works of gratitude to their heavenly Father.

One aspect of this unique programming is the 'Teaching for Transformation' framework¹. In this unique local programming, the Christian faith is intertwined with all aspects of teaching, and students learn that walking in the world as a Christian encapsulates every aspect of who they are. One concrete way this is done is through the practices of Throughlines and Deep Hope. Every teacher has a deep hope that tells their classroom's story, connects to the school's mission/vision statement and reflects on what it means to be on this journey from the Garden to the City. In the 2023/2024 school year, teachers have had various professional development opportunities that enabled them to gain a deeper understanding of how to incorporate this unique programming into their teaching practices.

Another aspect of our unique programming is the Garden to the City framework². This framework is closely connected to the Teaching for Transformation framework. Through this, we can shape our education through the lens of the Reformed principles of sin, salvation and service. It emphasizes to students that we should not be content with the way things are but that we need to live a life centred around Christ. This then results in students living lives of gratitude to their Saviour for the work that He has done. It gives a concrete description of our school's storyline. This framework was developed by our Education Committee a few years ago. Our teachers continue to work on intentionally incorporating this into their curriculum.

A third component of the development of unique local programming is the emphasis on character development. There are seven traits that our staff focus on with our students. These traits involve the desirable characteristics of someone who is on the Christian journey. Some of these characteristics are patience, respect and love. This program rewards good behaviour and enables conversation about what Providence Christian students are like. In recent years, we have developed a grad profile. This profile highlights the type of students we would like to see walk our stage. Many of the items listed on the grad profile are an extension of the seven character traits. It is encouraging to note the value our parents place on this document and how students are responding to the characteristics embodied in this document.

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	131	85.7	101	89.7	140	87.5	117	82.0	162	84.0	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	40	92.0	15	86.5	31	94.8	6	90.0	40	91.0	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	81	73.2	79	88.3	96	81.6	100	72.5	107	79.7	Very High	Maintained	Excellent	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	10	92.0	7	94.3	13	86.2	11	83.6	15	81.3	Low	Maintained	Issue	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

In a recent internal survey, when parents were asked to reflect on some of the strengths and assets of the PCS community, 46% of respondents indicated that one of our main strengths was our unique Christian programming. Comments such as 'welcoming faith-based community,' 'Christian teaching throughout,' and 'providing students with a Christ-centered education' were common throughout the survey. As this was an open-ended question, these results speak highly of the success we are experiencing in reaching this goal.

Due to our focus on unique local programming, our board, staff, and parents consistently classify our school as welcoming, safe, caring and respectful. Our teachers have a love for each of their students and are intentional about making every student feel welcome. As well one of the characteristics we emphasize is the idea of servanthood. Encapsulated in this is the idea of caring for those who are vulnerable or struggling. This also enables us to be intentional in our conversations and expectations about bullying. The survey results indicate strengths in these areas. It was especially good to note that more students are experiencing that their environment is welcoming, caring, respectful and safe. In our high school program, we have set aside 20 minutes each morning for homeroom teachers to spend time with their students and develop relationships with them. Students have commented on the benefits of this.

This local programming is intentionally developed in a variety of aspects. All students attend a monthly chapel in which a teacher or a pastor focuses students on God's word and how to live on this journey. Our Grade 10-12 students are expected to take three religious studies courses. As well students are given opportunities to serve at various times throughout the year. Last year, students were involved in a community clean-up day, Soup Kitchen help and other volunteer opportunities.

¹ Appendix 1

² Appendix 2

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																							
	Authority													Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	102	90.7	140	91.0	117	89.6	162	87.4	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	15	87.5	31	95.9	6	97.9	40	93.8	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	80	88.8	96	83.8	100	77.4	107	81.1	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	7	95.9	13	93.4	11	93.4	15	87.4	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

In light of discoveries and learning regarding the history of local First Nations and residential schools, we involve our students in programs throughout the grades that teach and enable them to speak knowledgeably and 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.

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

Domains Governance

Goal 3

Components and order of priority:

1. *provide training for current and new board members,*
2. *develop policies that guide the daily operation of the school and regulate the tasks and responsibilities its participants,*
3. *work with service organizations such as the Prairie Centre for Christian Education to develop board capacity for governance practices,*
4. *improve reporting structure for society and government relationship,*
5. *provide supports for the new principal and assistant principal to transition into their responsibilities and to streamline the effectiveness of the administrative structure,*
6. *provide support for the Future Growth committee of the board to prepare for the imminent plant expansion to accommodate population growth,*
7. *support the maintenance and expansion of a credible, quality, choir program,*
8. *support the maintenance of a credible, quality, athletic program,*
9. *start and build a band program,*
10. *start an automotive program.*

The board of Providence recognizes that everything we have as a school has been given to us by God (Psalm 50:10). As such, they see themselves as stewards of the money, the resources, the staff and everything else that has been entrusted to them. Their decisions are governed by the desire that everything needs to be done to the glory of God.

In their decision-making, the board is intentional about its role of directing, protecting and inspecting the school. Every year, they participate in a Board Governance workshop that gives them the tools and understanding to do their responsibility well. They provide regular communication to the society about decisions that are made. As a school, we are approaching the medium school size. As such, the role of the board is shifting from a management perspective to a governance perspective. This is an important shift for our school and recognizes the importance of the board having an oversight over the school. The board develops strong policies to enable the admin and teachers in their jobs.

As a parental school, parents are highly encouraged to take an active role in the operations of the school. Our board is composed of parents from our school community. This is also true for all of our committees. As well, parents are informed about school events through weekly and monthly newsletters, an annual AGM, parent-teacher conferences and open houses. Parents are asked to volunteer in many different areas, including hot lunch days, field trips and fundraising events.

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

	Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	50	88.4	22	84.3	44	90.8	17	89.6	54	96.3	Very High	Improved	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	40	88.8	15	89.2	31	87.7	6	86.7	40	95.5	Very High	Improved	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	10	88.0	7	79.4	13	93.8	11	92.6	14	97.1	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

One of the main focuses of the past year for the board has been the hiring of a principal. They were supported this by the formation of a principal search committee. This committee spent time developing a vision for an ideal principal and the role that principal would have in moving the school forward. In April 2024, the Board was grateful to hire a new principal (and subsequently a new assistant principal). Now, their new focus for the 2024/25 school year needs to be the support of these two individuals in their new roles.

The Board recognizes that a large portion of our students desire to be involved in a 'hands-on' occupation. As such, they have been very intentional about providing extra-curricular resources for our students. Our choir program continues to showcase the students' talent at various school events. Our athletic program continues to grow – both in popularity and in abilities. We started a mechanics program in the second semester of 23/24. Through the support of a community member, this program enabled six of our senior high students to be introduced to beginner mechanics skills. This program is a highlight of the enrolled students. These successes are evident in our student responses.

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	98	84.8	68	79.9	98	74.8	74	82.2	116	78.1	Intermediate	Maintained	Acceptable	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	40	89.4	15	88.6	30	90.9	6	100.0	40	93.1	Very High	Maintained	Excellent	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	48	71.7	46	66.2	55	59.6	57	62.0	61	70.6	Intermediate	Improved	Good	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	10	93.3	7	84.9	13	73.7	11	84.7	15	70.5	Very Low	Maintained	Concern	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

Overall, our school has had a successful year. Our parents, teachers and students agree that our school has improved or stayed the same over the past year. This is a positive sign. In order to maintain (or improve on this), the Board needs to consistently work with parents and teachers to ensure that home, school and church all work together. This concept of shared responsibility will lead to the most success in a child.

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	131	86.0	100	84.6	139	81.1	115	91.0	160	86.9	Very High	Maintained	Excellent	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	40	87.5	15	86.7	30	83.3	6	100.0	39	87.2	Very High	Maintained	Excellent	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	81	80.5	79	83.9	96	75.3	100	72.9	107	80.8	High	Improved	Good	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	10	90.0	6	83.3	13	84.6	9	100.0	14	92.9	Very High	Maintained	Excellent	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

Budget Summary 2023/2024

Funding is spent as per the budget and approval by the board. Revenue from the Alberta government and parents' fees is expected to be stable because of firm projected enrollment. The charts provide a summary of the 2024/2025 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 take 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. We expect to have the mortgage paid in full by the spring of 2025. Following that, we will be actively fundraising for a building expansion.

Parental Involvement.

The 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, the community participation in general membership meetings, surveys, and special events, and the many volunteer positions. Volunteers help in the library, provide assistance 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.

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 2023-2025

Revenue Summary

Alberta Government Grants	\$1,442,906
Tuition fees	\$ 593,320
Donations & Misc. Income	\$ 522,508
Total Revenue	\$ 2,558,734

Expense Summary

Instruction	\$ 1,502,725
Administration	\$ 285,555
Operation & Maintenance	\$ 292,408
Transportation	\$ 297,261
Total Expenses	\$ 2,377,949

Surplus(Deficit) of Revenue over Expenses

\$ 180,785

The Audited Financial Statements for the 2023/2024 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

Revenue Summary

	\$
Alberta Government Grants	1,580,067
	\$
Tuition fees	656,000
	\$
Donations & Misc. Income	378,700
	\$
Total Revenue	2,614,767

Expense Summary

	\$
Instruction	1,707,055
	\$
Administration	227,735
	\$
Operation & Maintenance	281,870
	\$
Transportation	314,729
	\$
Total Expenses	2,531,389

Surplus(Deficit) of Revenue over Expenses

\$ 83,378

Timelines and Communication

- Data highlights of this Annual Education Results report for 2023/2024 were reviewed by the board in November 2023. The complete report was approved on December 10, 2024. It will be reviewed again at the April 2025 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 2025. The plan is posted on the website at <https://www.pcsmonarch.com/community/annual-education-results-report-aerr.cfm>

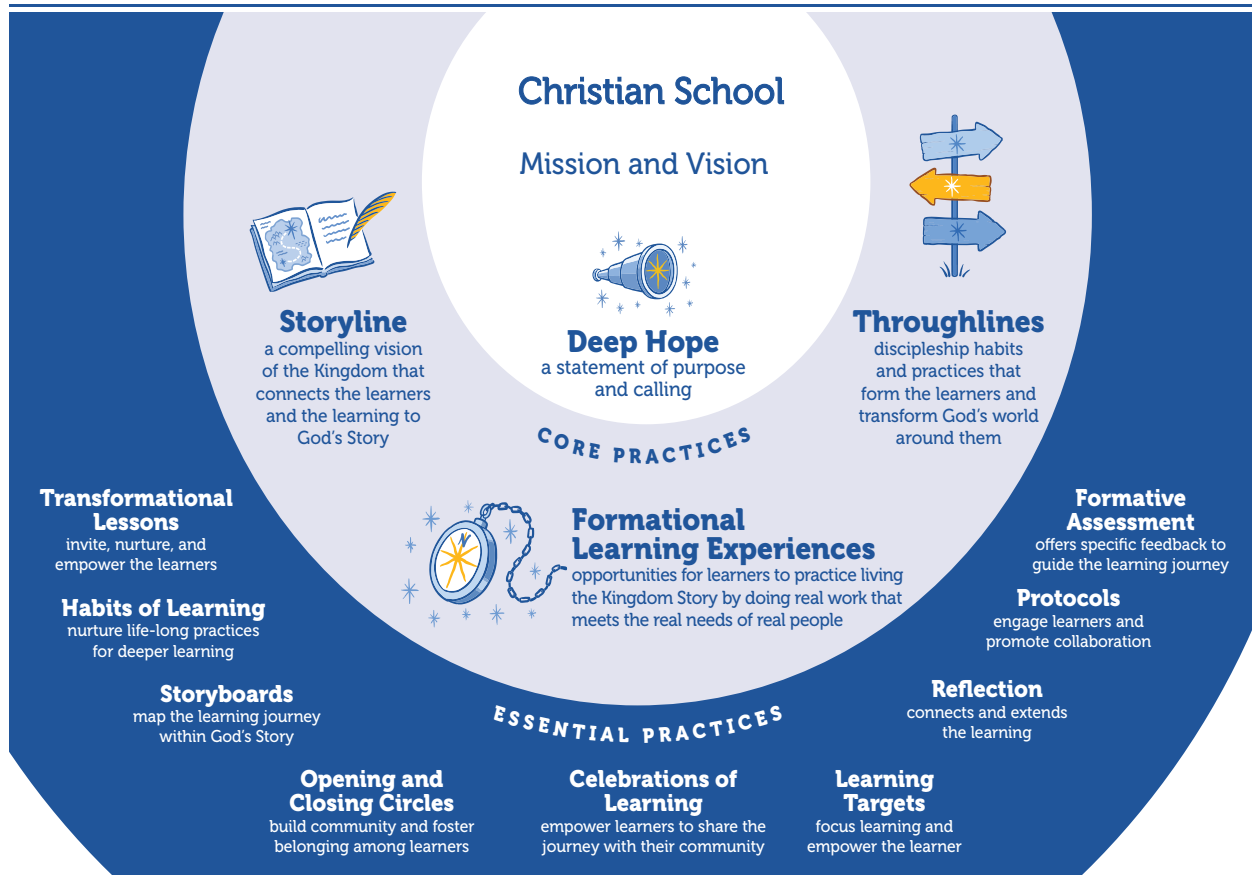
Whistleblower Protection

- Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2023-2024 school year.

Appendix 1



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 ills 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

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.
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.
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.
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.
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!
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.
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.
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.
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.
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!”

Appendix 2

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 in 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'.
