

Providence Christian School

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2025 Annual Education Results Report

Introduction

The 2024/2025 school year was a good year. We were blessed with safety on the roads, an overall healthy staff and students, a supportive community and staff that worked hard with and for their students. Our school once again experienced growth, and we experienced the blessing of being fully staffed.

This report reflects on the assurance measures provided through the Alberta Education Assurance Measure Results. It also uses the data obtained as a result of internal surveys completed by our parents in the Spring of 2025. The surveys were developed by the Ed. Committee. The committee's desire was to dig deeper into how we as a school accomplish our mission and vision.

The structure of this report is built around the PCS Strategic Plan. In October 2024, our Board spent a full day starting the development of the 3-year strategic plan. It consulted with teaching staff, members of the Ed. Committee and parents in order to create a well-rounded, informed document. In May 2025, the final copy was presented to the society, and they were given an opportunity to interact with it.

The completion of this report will be announced in our monthly newsletters. Parents and society members will be provided with the opportunity to pick up a hard copy in the front office or to read the report on our school website www.pcsmonarch.com.

Overarching school goals:

1. Faith-Centered Education
2. Plan for Sustainable Growth and Development
3. Improve Community Engagement
4. Enhance Student Engagement and Success

Accountability Statement

The Annual Education Results Report for Providence Christian School for the 2024/2025 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 2024/2025 were reviewed by the board in November 2025. The complete report was approved on December 9, 2025. It will be reviewed again at the April 2026 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 2024/2025 was 206 students with 14.13 FTE teaching staff. We also have a part-time counsellor and 6.24 FTE educational assistants. Once again, we were blessed to be fully staffed. We recognize that this is unusual and are grateful to our heavenly Father for providing for us in this way.

As a small school, we offer many programs that provide students with skills and abilities that exceed the Alberta curriculum expectations. We offered the following programs for the 24/25 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
- Middle School Choir
- IT

As a single school authority, we are part of various organizations that provide the support and collaboration 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 2024/25 school, PCS did not have any self-identified First Nations, Métis and Inuit Students. As well, in the 2024/25 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 2024/2025 school year, the following trends were observed at Providence.

- There was a continued increase in enrolment. The 2024/2025 school year saw a 5% increase in enrolment.
- There continues to be a focus on the 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 and career options.
- Our school board and society desires that each child be recognized for their unique gifts and abilities. As such, they have financially committed to supporting our special education program. This includes a full complement of educational assistants, along with a special ed coordinator.
- 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.
- 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 students' 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.
- Our lower elementary school program continues its focus on improving literacy and numeracy. The 2024/2025 year was the first year that all grades from kindergarten to Grade 3 implemented the UFLI program – a structured phonetics program.

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	78.8	79.7	79.7	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	77.2	84.0	84.5	79.8	79.4	80.4	Intermediate	Declined	Issue
	3-year High School Completion	*	82.0	77.2	81.4	80.4	81.4	*	*	*
	5-year High School Completion	70.5	79.4	83.5	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	76.8	71.2	63.3	62.5	62.5	62.6	High	Maintained	Good
	PAT9: Excellence	14.3	7.7	4.7	15.6	15.4	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	80.0	42.9	57.1	82.0	81.5	80.9	Intermediate	Improved	Good
	Diploma: Excellence	4.0	0.0	0.0	23.0	22.6	21.9	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	82.8	89.5	88.1	87.7	87.6	88.2	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.2	87.4	89.3	84.4	84.0	84.9	Low	Declined Significantly	Concern
	Access to Supports and Services	87.4	87.8	87.6	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	94.9	96.3	92.2	80.0	79.5	79.1	Very High	Maintained	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	18.2	54.5	52.7	52.7	*	*	*
Drop Out Rate	3.2	6.1	6.3	2.4	2.5	2.4	High	Maintained	Good
In-Service Jurisdiction Needs	87.2	69.8	72.4	81.7	81.1	82.3	Intermediate	Maintained	Acceptable
Lifelong Learning	75.0	78.9	83.4	80.8	79.9	80.4	Intermediate	Maintained	Acceptable
Program of Studies	76.5	78.1	78.4	83.0	82.8	82.9	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	88.2	89.0	87.6	80.5	80.6	81.2	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	*	66.7	69.7	69.4	70.7	70.9	*	*	*
Safe and Caring	85.3	90.5	92.2	87.3	87.1	87.8	High	Declined	Acceptable
Satisfaction with Program Access	80.4	78.4	78.8	72.1	71.9	72.5	High	Maintained	Good
School Improvement	83.8	86.9	86.3	76.6	75.8	75.1	Very High	Maintained	Excellent
Transition Rate (6 yr)	35.5	*	51.3	59.9	60.1	60.0	Low	Maintained	Issue
Work Preparation	86.0	92.0	82.8	83.7	82.8	83.6	High	Maintained	Good

Goals

Goal 1: Prioritizing Faith-Centred Education

Domains

Learning Supports

Local and Societal Context

Student Growth & Achievement

1. Context

As an independent school, we have come to realize that we need to tell our story. The main aspect of our story is our faith and the centrality of Christianity in everything we do. In our strategic plan, the goal of 'Prioritizing Faith-Centered Education' points to this.

In order to prioritize faith-centred education, we have developed local programming that reflects who we are and why we are unique. It reflects our school's mission and vision statement and gives them hands and feet. The local programming speaks to 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 in their works of gratitude to their heavenly Father.

This local programming is encapsulated in the 'Teaching for Transformation' (TfT) framework¹. Through the TfT framework, our Christian faith is intertwined with all aspects of teaching, and students learn that walking in the world as a Christian encompasses 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.

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. In the 2024/2025 school year, students were involved in a community clean-up day, Soup Kitchen help and other volunteer opportunities. We have also included the expectation that all of our students do 25 hours of community service before they graduate.

¹ Appendix 1

² Appendix 2

2. Survey Results

Last year, our Education Committee developed an internal survey that was distributed to our parents. In this survey, 100% of respondents stated that Providence does an excellent or good job at 'integrating a Christian worldview into their child's education.' One person elaborated, "I love hearing when teachers bring God and faith into everyday subjects. I appreciate the opportunity for teens to serve the community." This survey also demonstrated that 94% parents feel that PCS is preparing their children to live as Christians in the world. One parent commented, 'Integrating faith in all subjects has been most helpful in preparing my child to live out their faith.'

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	101	89.7	140	87.5	117	82.0	162	84.0	151	77.2	Intermediate	Declined	Issue	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	15	86.5	31	94.8	6	90.0	40	91.0	30	82.7	Very High	Declined	Good	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	79	88.3	96	81.6	100	72.5	107	79.7	106	70.9	High	Declined	Acceptable	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	7	94.3	13	86.2	11	83.6	15	81.3	15	78.1	Very Low	Maintained	Concern	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	102	90.7	140	91.0	117	89.6	162	87.4	151	80.2	Low	Declined Significantly	Concern	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	15	87.5	31	95.9	6	97.9	40	93.8	30	84.9	Intermediate	Declined	Issue	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	80	88.8	96	83.8	100	77.4	107	81.1	106	72.1	Low	Declined	Issue	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	7	95.9	13	93.4	11	93.4	15	87.4	15	83.5	Very Low	Maintained	Concern	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	101	91.7	140	92.7	117	93.4	162	90.5	151	85.3	High	Declined	Acceptable	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	15	89.3	31	96.7	6	100.0	40	97.0	30	91.3	Very High	Declined	Good	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	79	88.8	96	86.0	100	83.9	107	83.9	106	76.7	Intermediate	Declined	Issue	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	7	97.1	13	95.4	11	96.3	15	90.5	15	88.0	Low	Maintained	Issue	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

As a school, we desire that our students not only hear about walking Christianly, but also do. This means that we not only teach them about kindness, taking care of others, and looking out for those who are hurting, but that we also model it and expect it from our staff and students. Our staff care deeply for each student and daily ensure that the students know this. This involves setting aside time every day to build relationships, talk about what it means to walk Christianly and to touch base with every student. In Grades 7-12, this is done through a scheduled 20-minute block at the beginning of every day. In our survey results regarding 'the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe', we were surprised to note a dip in this area. This is concerning for us. Our staff and Education committee will be reflecting on this in order to determine if there are any actions that need to be pursued.

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
	Overall	99	78.8	140	75.6	117	82.3	161	78.4	151	80.4	High	Maintained	Good	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002
Parent	15	76.9	31	80.5	6	100.0	40	87.8	30	91.0	Very High	Maintained	Excellent	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	77	79.5	96	73.7	100	76.0	106	71.7	106	72.8	Low	Maintained	Issue	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	7	80.0	13	72.7	11	70.8	15	75.9	15	77.5	Intermediate	Maintained	Acceptable	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1

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							
	2021		2022		2023		2024		2025					2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	100	84.6	139	81.1	115	91.0	160	86.9	148	83.8	Very High	Maintained	Excellent	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	15	86.7	30	83.3	6	100.0	39	87.2	30	83.3	Very High	Maintained	Excellent	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	79	83.9	96	75.3	100	72.9	107	80.8	104	68.2	Low	Declined	Issue	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	6	83.3	13	84.6	9	100.0	14	92.9	14	100.0	Very High	Improved	Excellent	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

It is encouraging to note that, overall, parents and teachers feel that the school is on a good track. Although, as previously noted, there are dips in the levels of respect and care for each other, yet overall, it is felt that school has stayed the same or improved over the last three years.

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 any self-identified 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 2: Plan for Sustainable Growth and Development

Domains

Governance

Local and Societal Context:

1. Context

The PCS board, as it directs, protects and inspects the school, relies on the help of their Lord. They work from the understanding that the school is not theirs, but that it all belongs to God. As such, they faithfully steward what God has given them. This means making decisions in a fiscally responsible way, taking care of their employees and developing policies and procedures that enable the school to follow its mission and vision statement. This year, the Board was once again able to participate in Board Governance Training.

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 as the overseers of the school. The board develops strong policies to enable the admin and teachers in their jobs. As well, the Board has incorporated PD into its monthly meetings. This typically entails a book study.

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. Survey results continue to show that parents are highly satisfied with their ability to be involved in their decisions about their child's education.

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

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																								
	Authority										Province													
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	22	84.3	44	90.8	17	89.6	54	96.3	45	94.9	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0	
Parent	15	89.2	31	87.7	6	86.7	40	95.5	30	94.0	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6	
Teacher	7	79.4	13	93.8	11	92.6	14	97.1	15	95.9	Very High	Maintained	Excellent	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3	

One of the main focuses of the board during the 2024/2025 school year was to develop a strategic plan. This is the school's first strategic plan and as such, the board was intentional in understanding the purpose of this plan and how to use it to guide our school over the next four years. It was an exciting process and provided opportunities for a lot of introspection in our school community. This strategic plan is being used to guide conversations at the board level and at the school level.

We continued to experience growth in the 2024/2025 school year. With the current rate of growth, we will need to have additional classrooms by 2027. The 2025/2026 school year was our first year of double-grade 1 classes and this trend is projected to continue. This leads to a need for additional classroom spaces. In order to assist with this need for a building expansion, the board has developed a building committee and tasked them with developing plans that will support our projected growth rate over the next 15 years.

Goal 3: Improve Community Engagement

Domains

Local and Societal Context
Teaching and Leading
Governance

1. Context

Throughout the school year, there are various events that intentionally invite parents, grandparents and the broader society into the school building. Our first day starts off with an opening assembly with our students and parents. In November, we commemorate Remembrance Day with our grandparents and special friends. This is a special day, and we have grandparents coming from across Canada to be with their grandchildren. In December, we have a School Bazaar – a day of fun fundraising for the needs of our school. We have a Christmas program and an Easter program, which have high attendance rates by society members. During these occasions, we have the blessed opportunity to celebrate the birth and resurrection of our Saviour together with our parents, grandparents and school supporters. In the spring, we have our AGM, and then we finish off the year with an awards assembly. All of these events attest to the fact that we are an independent school that is parent-driven and parent-supported. Each event provides opportunities for parents to be engaged in their school.

Another aspect of improving community learning is frequent communication with our parents. Through the use of weekly and monthly announcements, we keep our parents and the broader society updated with news, celebrations and reasons for thanksgiving. Our teachers also regularly communicate with their students' parents about the week's happenings or about any joys or struggles that are happening.

2. Survey Results

In the local survey, 82% of our parents responded that they consider PCS a welcoming community. In another question, 100% of the respondents indicated that they feel their family is included and valued. This is encouraging as a higher level of feeling welcome frequently leads to a higher level of engagement and interest in the school.

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																						
	Authority										Province																											
	2021					2022					2023					2024					2025					Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
Overall	22	84.3	44	90.8	17	89.6	54	96.3	45	94.9	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0															
Parent	15	89.2	31	87.7	6	86.7	40	95.5	30	94.0	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6															
Teacher	7	79.4	13	93.8	11	92.6	14	97.1	15	95.9	Very High	Maintained	Excellent	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3															

Goal 4: Enhance Student Engagement and Success

Domains

Student Growth and Achievement
Teaching and Leading
Learning Supports
Local and Societal Context

1. Context

The PCS community continues to be a largely trades-focused community. The majority of our parents are involved in some type of trade industry, and as such, many of our students lean towards the trades industry for their chosen career path. Our challenge with our senior high school students is their motivation to finish their academic career well by using their gifts and talents fully. Support is strong for our Kindergarten through Grade 10 program; however, we continue to work with our Grade 11-12 students to increase their academic drive. A new strategy we are exploring is offering fast-tracking to students who show motivation, dedication and good work habits. Fast-tracking results in students completing their senior high educational journey in two years rather than three years. Last year, of our 10 graduating students, four had fast-tracked. All four did well with this. Two of the four have now gone on to post-secondary studies a year earlier than projected.

In order to provide as many opportunities for careers and work-place readiness, our guidance counsellor meets with each Grade 10-12 student twice a year. In these conversations, credits, course progression and career options are discussed. These conversations ensure that students are on the right track and in the right courses. As well, local colleges and universities are invited to come to the school to talk with the students.

2. Survey Results

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																				
	Authority										Province									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	101	86.9	141	86.6	117	88.3	162	89.5	151	82.8	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	15	85.6	31	87.6	6	97.2	40	92.9	30	88.8	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	79	82.4	97	81.2	100	81.3	107	86.6	106	77.5	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	7	92.9	13	91.0	11	86.4	15	88.9	15	82.0	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

In general, we are experiencing satisfaction with the education that is happening at Providence. As in many of the other domains, we are noticing a dip in our student responses. Last year, we had a particularly tough junior high class that pushed the limits of respect, kindness, and responsibility. The results may have been influenced by this class, or there may be other reasons. We will continue to explore this in our conversations with staff and parents. In our local survey, 100% of parents agreed that there is quality teaching at PCS.

Grade 9 PAT Results By Number Enrolled Measure History										
	Providence Christian Sch Soc					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
N	n/a	13	14	13	14	n/a	53,039	57,925	60,682	61,071
Acceptable Standard %	n/a	73.1	55.4	71.2	76.8	n/a	62.9	62.6	62.5	62.5
Standard of Excellence %	n/a	7.7	1.8	7.7	14.3	n/a	16.8	15.5	15.4	15.6

PAT Course by Course Results by Number Enrolled.											
		Results (in percentages)									
		2021		2022		2023		2024		2025	
		A	E	A	E	A	E	A	E	A	E
English Language Arts & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	12.5
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.3	12.5
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1
Social Studies 6	Authority	n/a	n/a	80.0	20.0	92.3	15.4	66.7	26.7	87.5	43.8
	Province	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5
English Language Arts 9	Authority	n/a	n/a	84.6	0.0	71.4	0.0	76.9	15.4	100.0	7.1
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1
Mathematics 9	Authority	n/a	n/a	46.2	7.7	35.7	7.1	61.5	0.0	57.1	21.4
	Province	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0	51.7	14.0
Science 9	Authority	n/a	n/a	84.6	7.7	64.3	0.0	76.9	0.0	71.4	14.3
	Province	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8	68.6	21.1
Social Studies 9	Authority	n/a	n/a	76.9	15.4	50.0	0.0	69.2	15.4	78.6	14.3
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1

*Note: no students have self-identified as 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 6 and 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 6 and 9 PATs

Over the years, our staff, Education Committee and School Board have had many conversations about how our students do on exams. This has typically been an item of concern as our marks were substantially lower than the provinces. Two years ago, we experienced growth in the Grade 6 PATs. Last year, we saw growth in all three areas – Gr. 6 PATs, Gr. 9 PATs and Diplomas. Although we know we haven't arrived to our goal yet, we are excited to see this growth and hopefully will be able to build on this momentum.

Our Grade 6 and 9 PAT marks are at or above provincial numbers. We would like to see all of our students have marks in at least the acceptable range. Currently, around 70% of our students are in this area. Math 9 is one of the significant exceptions; however, students in Math 9 fared significantly lower across the province.

Diploma Exam Results By Students Writing Measure History										
	Providence Christian Sch Soc					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
N	n/a	12	9	9	19	n/a	58,444	67,294	72,444	78,236
Acceptable Standard %	n/a	50.0	71.4	42.9	80.0	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	0.0	0.0	0.0	4.0	n/a	18.2	21.2	22.6	23.0

Diploma Exam Course by Course Results by Students Writing.											
		Results (in percentages)									
		2021		2022		2023		2024		2025	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	85.7	0.0
	Province	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9
English Language Arts 30-2	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	100.0	0.0
	Province	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3
Chemistry 30	Authority	n/a	n/a	n/a	n/a	*	*	n/a	n/a	*	*
	Province	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0	83.8	40.6

*Note: no students have self-identified as 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 (*)

Last year, only ELA 30 and Chemistry 30 exams were written. Due to a low-class size, our Chemistry marks are not available in the AERR report. Our students did well overall with their diplomas as well. Low class

sizes in our past means that this is the first year that we have diploma data by course results. This means that we have no comparison data. As we continue the growth in this area, I am hopeful that we will also see an increase in the standard of excellence areas. Due to our small class sizes, one student obtaining the standard of excellence would result in numbers being at provincial averages. This does indicate that our small class sizes do have a significant effect on our results.

A few years ago we developed a course streaming policy. Prior to this, most students would take the higher-level courses – even if their marks did not warrant it. Now, this course streaming policy enables us to place students in courses at their academic level. Some of these positive results can be attributed to this.

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																				
	Authority										Province									
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	4	*	13	78.0	6	71.7	11	82.0	5	*	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	8	87.7	4	*	13	79.7	6	70.3	11	82.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	9	89.0	8	87.6	4	*	13	79.4	6	70.5	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																				
	Authority										Province									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	101	77.6	141	76.7	117	82.8	162	79.7	151	78.8	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	15	86.7	31	92.3	6	100.0	40	87.4	30	94.4	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	79	60.6	97	53.3	100	51.3	107	58.3	106	48.6	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	7	85.7	13	84.6	11	97.0	15	93.3	15	93.3	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

Our parents are continuing to see that their students are engaged in their learning process. One of the purposes of our Celebration of Learning is to promote this. During this celebration, our parents, grandparents, and friends are invited into the building to hear and see what their child has learned throughout the year. Once again, we see a dip in the students' response.

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																					
	Authority										Province										
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	101	90.0	140	85.8	117	89.2	162	87.8	151	87.4	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1	
Parent	15	91.9	31	90.6	6	93.3	40	94.5	30	92.4	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5	
Student	79	80.9	96	82.3	100	79.8	107	79.7	106	75.0	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	
Teacher	7	97.1	13	84.6	11	94.5	15	89.2	15	94.7	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0	

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																					
	Authority										Province										
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	101	89.8	140	85.3	117	88.6	162	89.0	151	88.2	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5	
Parent	15	88.6	31	86.5	6	88.9	40	94.1	30	91.9	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5	
Student	79	80.9	96	82.3	100	79.8	107	79.7	106	75.0	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	
Teacher	7	100.0	13	87.2	11	97.0	15	93.2	15	97.8	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4	

In the 2024/2025 school year, we continued to have a strong program that supports our students with special needs. We had 18 students on IPPs, 23 students received Speech/Language supports and 35 students received support through our Special Ed. Program. This support was provided by 7 EAs and one Special Ed. Coordinator. As well, in the classroom setting, our teachers have provided significant support to our students who struggle. This extensive support speaks to our school board's desire to support every student in the building. The board's desire arises from society's commitment. Our society is willing to provide extra financial

support for our students who struggle because we desire that each student can reach their full potential and to be able to fully use the gifts and talents that God has given them. As one parent commented, the 'school has taken excellent steps to help our son succeed with his learning'.

The Special Ed program has a variety of components. Some students are pulled in order to work one-on-one with an EA. Other students receive help in the classroom. Other students receive help in small groups. As well, students may or may not be working on grade level material. All of these components are decided on based on the needs of the student. Our special ed coordinator continually meets with parents and teachers to determine the best plan for the student.

	Grade 1 Jan			Grade 1 June		
	Total Number of Students Assessed	Require Additional Supports	Not Requiring Additional Supports	Total Number of Students Assessed	Require Additional Supports	Not Requiring Additional Supports
LeNS	25	1	24	1	1	0
CC3	25	0	25	1	0	1
Numeracy Screening	25	1	24	1	1	0

	Grade 2 September			Grade 2 June		
	Total Number of Students Assessed	Require Additional Supports	Not Requiring Additional Supports	Total Number of Students Assessed	Require Additional Supports	Not Requiring Additional Supports
LeNS	18	0	18	1	0	1
CC3	18	0	18	1	0	1
Numeracy Screening	18	3	15	3	0	3

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. 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.

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																				
	Authority										Province									
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Rate	8	67.3	4	*	13	26.7	6	57.0	11	55.3	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1	49,293	42.5
6 Year Rate	3	*	9	35.6	8	67.0	4	*	13	35.5	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1	47,654	59.9

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									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	6	72.2	12	75.0	11	72.4	15	69.8	14	87.2	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	6	72.2	12	75.0	11	72.4	15	69.8	14	87.2	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

Last year, the structure of our professional development shifted. This shift included a school-wide study on flourishing and what it means for us. These results demonstrate that these changes were perceived positively and enabled teachers to grow more in their academic practices. Professional development includes

discussions regarding the teacher growth plans, attendance at the Teacher's Convention and scheduled school PD days. As well, many of our staff do their own personal PD on the side.

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																				
	Authority										Province									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	22	83.7	42	85.4	17	85.7	53	78.9	43	75.0	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	15	82.8	29	83.3	6	100.0	38	90.0	28	75.0	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	7	84.6	13	87.5	11	71.4	15	67.9	15	75.0	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

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										Province									
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	68	79.9	98	74.8	74	82.2	116	78.1	109	76.5	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	15	88.6	30	90.9	6	100.0	40	93.1	30	85.9	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4
Student	46	66.2	55	59.6	57	62.0	61	70.6	64	64.1	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	7	84.9	13	73.7	11	84.7	15	70.5	15	79.6	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5

As a school with students desirous to enter the workforce as soon as possible, it is important that we provide our students with the skills necessary to be successful. We are grateful for the inclusion of financial literacy in our health program as that often is seen as a key component of workforce readiness. This is a key skill and will be one area that we will grow in. With this particular survey question, we found that some of these questions can be misleading to our population. For example, the one that states "How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Drama" implies that drama is a subject that our population wants offered. Those who do not want this program of study often respond with 'Don't Know', which is then included in the results and negatively impacts our overall percentages. Some other parents respond with 'yes' but they are implying that they are happy that that particular program of study is not being offered.

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. We continued this program with a high level of interest in the 24/25 school year. One student commented, "This program was the highlight of my week." In addition to this, our junior high students have a variety of options that they choose over the course of their junior high education.

As we reflect on these results, there is much reason for excitement and gratification. There have been many areas of growth and our staff, parents and students continue to be committed to Christian growth. There are areas of work, and we look forward to seeing positive developments in this area.

Psalm 145:1-2

"I will extol you, my God and King,
and bless your name forever and ever.
Every day I will bless you
and praise your name forever and ever."

Budget Summary 2024/2025

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. Currently, there is no mortgage on the building. We are currently setting aside finances towards 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 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: We have a supportive community which donations and participates in our fundraisers through out the year. The school finished the year with a surplus of \$43,105.

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 2024-2025

Revenue Summary

Alberta Government Grants	\$1,517,579
Tuition fees	\$ 640,443
Donations & Misc. Income	\$ 464,032

Total Revenue	\$ 2,622,054
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Expense Summary

Instruction	\$ 1,741,762
Administration	\$ 243,215
Operation & Maintenance	\$ 292,569
Transportation	\$ 301,403

Total Expenses	\$ 2,578,949
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Surplus(Deficit) of Revenue over Expenses	\$ 43,105
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The Audited Financial Statements for the 2024/2025 school year, which includes detailed information about revenue and expenditures, are available at the school office or by contacting the Treasurer.

Budget Summary 2025/2026

Revenue Summary

Alberta Government Grants	\$ 1,690,714
Tuition fees	\$ 702,345
Donations & Misc. Income	\$ 387,900

Total Revenue	\$ 2,780,959
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Expense Summary

Instruction	\$ 1,899,619
Administration	\$ 238,398
Operation & Maintenance	\$ 262,892
Transportation	\$ 351,729

Total Expenses	\$ 2,752,638
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Surplus(Deficit) of Revenue over Expenses	\$ 28,321
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Timelines and Communication

- Data highlights of this Annual Education Results report for 2024/2025 were reviewed by the board in November 2025. The complete report was approved on December 9, 2025. It will be reviewed again at the April 2026 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 2026. The plan is posted on the website at <https://www.pcsmonarch.com/community/annual-education-results-report-aerr.cfm>

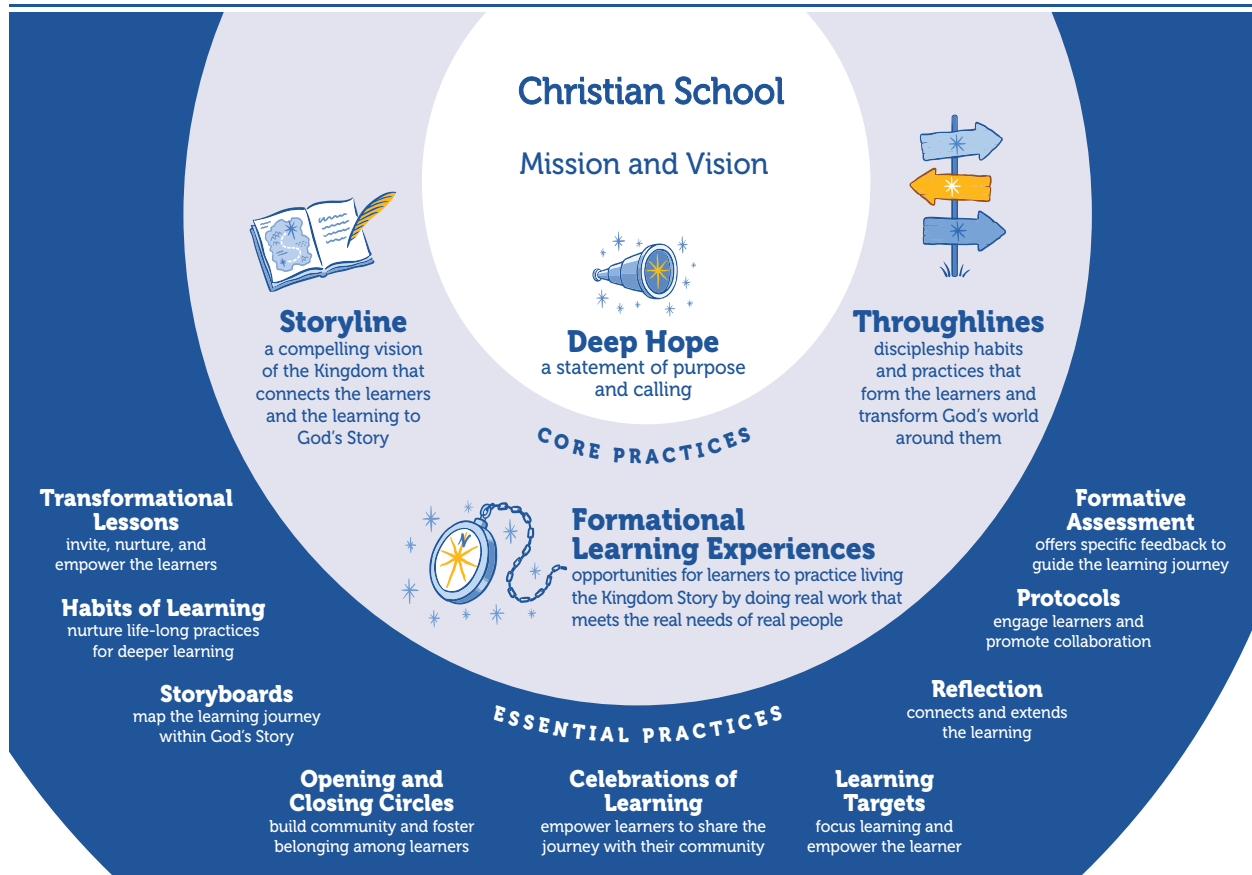
Whistleblower Protection

- Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2024-2025 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?

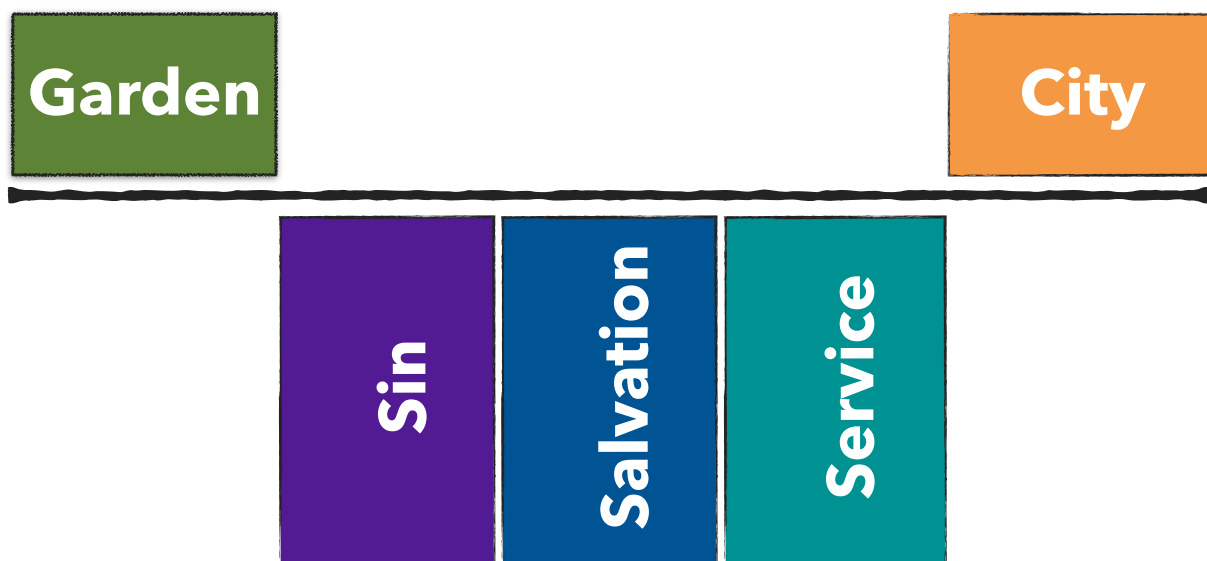
TFT Through Lines

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'.
