

Providence Christian School



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Education Plan for Providence Christian School 2024 - 2027

Introduction

The 2023/2024 school year was a better year than those that preceded it. The COVID experience seemed largely forgotten, though we still observe problems of learning loss in some of our elementary grade students, and a change of attitude toward the rigours of schooling and learning among our high school students. The PCS school community is largely rural with a context of agriculture and trades. Not many families have a history of academic pursuit and college or university training. Academics and life-long learning were not highly valued in the past and if attitudes are changing today, it is more in broad appreciation than in actual practice of study and intellectual pursuit. It remains difficult for individual students to change that paradigm and for the school to convince students of the value of education for their future lives, not purely for their future jobs. Many still see school merely as a necessity for reasons of literacy and numeracy acquisition, but greater appreciation is developing for the school's role as a contributor to general formative growth.

Time Frame

Providence Christian School employs a three-year education plan time frame. This rolling plan maintains a consistent timeframe and 'rolls' forward with a new year added for each one completed. The school board reviews this plans regularly and adjusts it considering the most current results from provincial and local measures and based on what is learned from the implementation of the plan. Updated plans are published annually and reflect any adjustments made to priorities, outcomes, measures, strategies, and plan implementation.

Results Analysis

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

Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

We aim to consistently use the most recent measure results and analysis in the Alberta Education Assurance Measures Overall Summary, to support and provide a rationale for the priorities/goals, outcomes, and strategies. In the chart above those results are marked in light green. As in the previous year the available information provides limited usable data to indicate how well we have been progressing. A closer look at some of the breakout graphs suggests that comparing the actual numbers is more helpful and encouraging than looking at the colour coded summary statements.

For the purpose of tracking growth, it would be helpful to have more years of data regarding our measurable outcomes, the PATs, and Diploma exams. We trust that in future years we will have more measurable results and consistent standards that will allow credible comparisons. That said, we are not totally unhappy with the results of the student's assessment work last June because it does show slow improvement over results we remember of from earlier years. The grade 6 results in particular are in an upward trend.

Additionally, our small grade 12 class sizes have historically led to the suppression of Diploma Exam data. With larger classes coming up we look forward to better samples of comparable data.

Regarding the progress on our local goals and priorities, we have anecdotal observations that are positive. Students, particularly in the higher grades, are giving evidence of growing engagement with the goals that are personally transformative and character forming.

Strategic Priorities

In our analyses of the Assurance Measures Overall Summary, we list some concerns. We feel that our overarching school goals and specific subgoals do address those concerns well.

Overarching school goals:

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

Sub goals¹:

Goal 1 components:

1. Increasing academic standards and achievement
 - 1.1. *Set and maintain strict standards for the streaming of high school students into courses in which they have high opportunity for success,*
 - 1.2. *maintain strategies and standards for writing skills,*
 - 1.3. *maintain a school wide sequential and hierarchical program for teaching and improving proficient writing,*
 - 1.4. *involve teachers in capacity building opportunities to develop their own skill and develop teaching materials and plans,*
 - 1.5. formulate statements describing core literacy and numeracy skills,
 - 1.6. apply those statements in curriculum outlines and unit plans and connect them to assessment strategies of student work,
 - 1.7. increase the student's test taking habits/abilities, improve local standards and averages,
 - 1.8. 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,
 - 1.9. match provincial standards and averages,
 - 1.10. exceed provincial standards and averages,
 - 1.11. building on the Special Education program's success of support for struggling learners, develop a strategy and program to also support gifted learners.

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

Goal 2 components regarding Tft:

2. Developing unique local programming that reflect the mission and vision of the school regarding the 'Teaching for Transformation' framework:
 - 2.1. *Consider and articulate the school's story,*
 - 2.2. *develop and maintain good homeroom practices that promote personal, transformational growth and community building,*
 - 2.3. *formulate the three main Tft core practices,*
 - 2.4. *distinguish essential practices of each of the core practices,*
 - 2.5. formulate goals for developing each of these essential practices,
 - 2.6. consider and formulate a deep hope and statement of purpose for the school and for each classroom,
 - 2.7. develop strategies of integrating the deep hope and the practices in all of the curriculum,
 - 2.8. write subject thematic statements that include a deep hope statement and each of the practices,

¹ Italicized items are considered completed or, by their nature, on-going.

- 2.9. build teacher capacity in understanding and using the Tft framework and practices,
- 2.10. provide teacher opportunity to plan the integration of Tft practices and goals in the grade / subject units and lessons,
- 2.11. evaluate and assess effectiveness of the Tft effort for the students' learning and personal growth,
- 2.12. communicate and celebrate the nature and success of the Tft.

Goal 2 components regarding GtC:

- 2. Developing unique local programming that reflect the mission and vision of the school regarding the 'From the Garden to the City' framework:
 - 2.1. *distinguish elements of each domain,*
 - 2.2. *formulate goals for each of those elements,*
 - 2.3. *develop strategies of activating those goals within all of the curriculum,*
 - 2.4. write subject thematic statements that include each of the domains and goals,
 - 2.5. build teacher capacity in understanding and using the GtC domains and goals,
 - 2.6. provide teacher opportunity to plan the integration of GtC domains and goals in the grade / subject units and lessons,
 - 2.7. evaluate and assess effectiveness of the GtC effort for the students' learning and personal growth,
 - 2.8. communicate and celebrate the nature and success of the GtC framework.

Goal 2 components regarding Character Development:

- 2. Developing unique local programming that reflect the mission and vision of the school regarding the 'Character Development' program:
 - 2.1. *Develop a framework by which we teach the students about the nature of each of the character traits that we have adopted as traits we want to see in our students,*
 - 2.2. *Maintain a schedule based on which character traits are highlighted throughout the school year,*
 - 2.3. *Employ and manage a system by which students are recognized and rewarded for demonstrating particular character traits in exemplary ways,*
 - 2.4. *Invite chapel speakers who teach and illustrate the importance of particular character traits,*
 - 2.5. Create visual signs and object reminders that teach students about the character traits,
 - 2.6. Celebrate and publish to the school community some unique student achievements and special occasion that embody good character.
 - 2.7. Integrate a method to name, rank, rate, and celebrate students' character growth in the regular report card cycle.

Goal 3 components:

- 3. Develop and improve the governance and operational structure and practices of the organization.
 - 3.1. *provide training for current and new board members,*
 - 3.2. *develop policies that guide the daily operation of the school and regulate the tasks and responsibilities its participants,*
 - 3.3. *work with service organizations such as the Prairie Centre for Christian Education to develop board capacity for governance practices,*
 - 3.4. *improve reporting structure for society and government relationship,*
 - 3.5. provide supports for the new principal and assistant principal to transition into their responsibilities and to streamline the effectiveness of the administrative structure,
 - 3.6. provide support for the Future Growth committee of the board to prepare for the immanent plant expansion to accommodate population growth,
 - 3.7. support the maintenance and expansion of a credible, quality, choir program,
 - 3.8. support the maintenance of a credible, quality, athletic program,
 - 3.9. start and build a band program,
 - 3.10. start an automotive program.

Implementation Strategies

To broaden the students' understanding of the value of a wholesome, comprehensive education we continue the planning and implementation of special programs for Visual Arts, Wood Working, Foods and Nutrition, Drama, Choir, Band, Computer programming, Robotics, Choir, etc.

A year ago, about 40% of the grade 1, 2, and 3 students were identified with issues of learning loss in the core numeracy and literacy areas. Each of those students were targeted for specific personal support. A year later we have made great progress. Most of these students have made significant gains or have caught up altogether. Our Special Education coordinator works with the classroom teachers to monitor students' progress. Further testing and specific evaluation are done when there are indications of the need of additional student support or remediation. The results from those tests are guiding our planning for the Elementary grades in general and for some individual students in particular. We employ classroom aides and volunteers when we feel that students are falling behind in the acquisition of essential skills and knowledge.

Overarching school goal 1

Increasing academic standards and achievement.

Our students must be better prepared for their grade 6 and 9 PATs and their grade 12 Diploma Exams. We want to see more of them score in the Acceptable and Excellent category.

Better writing ability will invariably improve the PAT and Diploma scores. We have found that, in past years, many students were simply not able to write well and express their thoughts effectively and proficiently. We are very glad to see the grade 6 PAT scores improve considerably. Some of the targeted and specific efforts of the elementary teachers toward this are working. We believe that the meagre Diploma Exam results were partly a result of the students' limited writing abilities and of streaming them into courses that were beyond the students' ability.

- We are increasing our student's test taking habits/abilities and their awareness of the value/importance of taking tests well.
- We have made policy changes that will set minimum standard for exam performance and minimize the temptation for students to work only for the minimum passing grade.
- We have made policy changes that set stricter standards for the streaming of high school students into courses in which they have good opportunity for success.
- We have expanded our high school staffing to combat student negativity that seems to result from our current practice of combining -1 and -2 courses into one class. Additional staffing enables us to schedule separate courses for the Fall of 2024, in the hope that segregating those students will create peer groups of similar abilities and interests. We aim to create situations where students are with peers that will challenge them to do well, improving the attitudes about success and excellence in learning.
- We are in the fifth year of the implementation of a school wide program to improve our students' writing abilities. At the elementary level that focusses mostly on sentence and paragraph construction for creative writing. In the higher grades the emphasis is on the students' ability to write a quality essay that makes an argument in a clear, well written format.
- We are enrolling our students in some writing contests and publications to encourage their efforts and celebrate their successes.
- We are in the fifth year of implementing a Kindergarten through grade 6 differentiated reading program to improve our students' reading abilities. As the students are moving up in grades, we are seeing the positive effects of this in the student achievement.
- Our teachers are regularly engaged in Professional Development collaboration with fellow educators to expand their capacity and implement ways to enhance our student's rate of success.

Overarching school goal 2

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

Our school mission and vision set a high standard for the development of the whole person, not merely the academic learner. Successful acquisition of information in itself is not enough. We want to see the formation and transformation of a whole person through the application of what was learned.

- Our Education Committee and board have encouraged staff to develop greater understanding of the classroom implications of 'Teaching for Transformation',
- We build on the success of grade specific homeroom times for grades 7-12 at the start of each day to emphasize the transformational nature of learning and growing in a Christian school,
- Throughout the grades we aim to create opportunities for our students where they can learn and apply that faith and knowledge leads to acts of gratitude and responsible action,
- Our 'character development' program teaches and rewards character traits: personal character, skills, and attitudes such as good work ethic, ownership, responsibility, and care. There is increasing evidence that this program is playing some positive role in our total effort of Christian education and has integrity to make a difference in their personal character growth,
- We are expanding the occasions at which we take students out of their classroom comfort zone into the community to learn to contribute real life value to real life needs,
- We have started to hold 'celebration of learning' events and we plan to expand these into regular, significant, public events that motivate students and develop a positive narrative and attitude about school and learning.

Overarching school goal 3

Develop and improve the governance and operational structure and practices of the organization.

- Board training through workshop settings provided by the Prairie Centre for Christian Education,
- Board training through monthly brief reflections at board meetings on readings or video instructional materials regarding board governance,
- Enable committees to actively think about long term future growth issues, consider new fundraising opportunities, etc.
- Employ surveys to improve parent voice and gain understanding of priorities in the school society.

Stakeholder Engagement

The governance structure of PCS enables the parents to be involved in board elections, board committees, society general meetings, volunteer activities, etc. AGMs are held in the Spring every year and a board/society information and collaboration is held every Fall. Board and school administration provide extensive information during those meetings. During the Spring AGM, matters of enrolment projections, class configurations, curriculum updates, etc. are explained and discussed. The society membership considers the board's budget proposal and elects new board members to 4-year positions.

Parents serve on various board committees for Education, Curriculum, Finance, etc. The Education Committee in particular serves to keep parents well informed of curriculum, staffing, and policy changes. Parents are encouraged to get involved as volunteer helpers in school, as committee members, etc.

The school society members receive monthly newsletters about the affairs of the society and the school. The parents receive weekly newsletters about the programs, events, and educational efforts of each week.

Budget

Budget Summary 2024/2025	
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	\$ 2,533,389
Surplus (Deficit) of Revenue over Expenses	\$ 83,378
Comments:	
<ul style="list-style-type: none"> The above chart only provides a summary of the 2024/2025 budget. Detailed information is available from the treasurer of Providence Christian School Society. We have budgeted a surplus for 2024/2025. A portion will be set aside to cover capital items needed. We are very thankful and show great appreciation for the support we receive from Alberta Education, and we pray for continued support in the years to come. 	
Capital and Facilities Projects	
<ul style="list-style-type: none"> The board is looking to the future as enrolment continues to increase to ensure that we can accommodate the growth. An active Future Growth Committee is exploring options to be shared with board, parents, and staff for input and collaboration. 	
Summary of Facility and Capital Plans	
<ul style="list-style-type: none"> Fundraisers takes place throughout the year, and 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 through the Christian Credit Union in Lethbridge. 	

Accountability Statement

The Education Plan for Providence Christian School commencing August 26th, 2024 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board reviewed the Education Plan for 2024 - 2027 on May 14th, 2024, shared it with the school society members at the AGM of May 23rd and will approve the final document at the board meeting of June 11th.

Communication

The AERR and the specific measurement results were shared with board and society membership in the Fall of 2023. The rolling goals were reviewed and discussed with teachers in the spring of 2024. The Education Plan is shared with the board in the Spring and with the society at the May AGM.