

Annual Education Results Report (AERR) for Parkland Immanuel Christian School



Parkland Immanuel Christian School is a Reformed covenantal school rooted in God's Word and the confessions of the Canadian Reformed Church. Our covenant community will have such harmony and support from its parents, staff and students that it forms a powerful voice glorifying God and demonstrating hope in a broken world. We will continually strive to express our understanding of God's gift of grace and the value of providing consistent instruction between school, church and home.

Enthusiastic Learning

Parkland Immanuel Christian School will seek to create an environment where staff and students are inspired and challenged to use their God given talents as they joyfully teach and learn about our God and the world from a covenantal perspective. They will engage in activities that foster a love for learning, develop the ability to think critically about the world around them, and promote strong leadership skills.

Caring People

Parkland Immanuel Christian School will attract, develop and retain individuals whose words and actions glorify God and model Christ's love and purpose in their own spiritual and academic growth. They will strive for excellence in leadership and communication with peers, parents and the community.

Nurturing Community

Parkland Immanuel Christian School will be prayerfully supported by a welcoming multi-generational community that is actively involved through volunteering, membership in committees or boards, and by participation in regular school activities. It will seek to build strong partnerships with all members of the Reformed community and promote a sense of belonging, ownership and pride.

Message from the Board Chair

In 1977, a small community of enthusiastic parents planned, built and opened a little school outside of Edmonton proper, in the County of Parkland. These parents and their supporting church community were committed to quality education that would prepare their children to be ambassadors for Christ and energetic contributors to society.

Much has changed over the years at Parkland Immanuel Christian School: we've grown from a little school with a few teachers and a few dozen students to a vibrant learning institute with 473 students, and 50 teachers and educational assistants. We blossomed from offering foundational core subjects to a learning environment embracing academic excellence; soul-stirring music, band and choir; the beauty of the world of art; the wonder of theatre and performing arts; the discipline of woodworking and construction; and the team-building adrenaline of multi-sport athletics.

Yet behind this growth and diversity, crucial anchors kept us firmly tied to our roots: the ongoing blessings of God; the robust energy of our community volunteers and supporters; and our strong partnership with Alberta Education.

Our relationship with the departments of learning in the Alberta government over the years has helped Parkland Immanuel Christian School continue to be a school of excellence. We continue to plan and partner with Alberta Education in many ways. One such avenue is in the development and delivery of our *Education Plan*, which is an effective blueprint for ongoing quality improvement in teaching our children well.

We remain committed to enhancing the quality of education at PICS and continue to seek ways we could improve. As we work through our *Education Plan*, we will continue to build on our solid foundation.

Foundationally, our *Education Plan* and school-building initiatives are supported by Parkland Immanuel Christian School's Vision and Mission. Linked together, these will continue to guide our efforts to provide strong and effective Christian education to our students, so they can live a life of service to their fellow citizens and to God.

For the Board of Directors,

Laura Veenendaal
President

Accountability Statement for the Annual Education Results Report

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

The Board reviewed and approved this combined Annual Education Results Report for the 2022/2023 school year on October 25, 2023.

(Original copy signed and on file at school)

Board President

Date Signed

Board Secretary

Date Signed

Foundation Statements and Profile

As noted in the PICS Vision found on the first page of this document, it is the desire of all those involved with the school to create an environment that allows students to *'Learn In Faith Everyday'*. This catchphrase is underpinned by a strong commitment from school society members, school board, staff and students to base the instruction and activities of the school on the teaching of God's infallible Word.

Right from the very beginning, Parkland Immanuel Christian School has had a clearly defined Mission and Mandate that captures this desire to reinforce and inculcate the instruction that occurs in the home and in the Canadian Reformed Churches. These two foundational documents state the following:

Mission:

The purpose of Parkland Immanuel Christian School is to provide parents with a Christian learning environment for educating their children. We strive to develop the students' talents so that they acquire the knowledge, skills and attitudes needed for a life of responsible Christian stewardship. The school will also provide an atmosphere where students can grow in maturity in their relationships with one another.

Mandate:

Parents are primarily responsible for the education of their children. In order for education to be most effective, there should be uniformity of purpose and direction between home, school, and church. To achieve this, parents belonging to Canadian Reformed Churches of Edmonton have established a school society and elected a parental board to operate and maintain Parkland Immanuel Christian School. It is the mandate of this board to hire suitable staff to carry out the daily instruction in the school in accordance with the directives of the society and subject to Holy Scriptures, as summarized in the Belgic Confession, Heidelberg Catechism, and Canons of Dort.

Parkland Immanuel Christian School is continuing the work of providing Christian education to children of Reformed believers that first began when PICS opened its doors in 1977. As part of this work, the School Board, administration, and staff continue to work with parents and students to implement strategies that support our vision.

Highlights

The return to normal school operations during 2022-2023 was much appreciated. We were able to focus on our long-term goals and make progress with our Campus Re-organization project and hire a consultant to assist with board/admin re-structuring.

Microsoft Teams continued to prove a useful tool to provide students with reasonable access to instruction and necessary resources. We also continued to make use of the additional learning loss funding to identify at-risk students in lower elementary and provide suitable interventions to address those gaps. We are deeply thankful that we were able to focus on student learning after a few challenging years under Covid.

Extra-curricular events and activities were able to resume normally. Our athletics program is very robust, and some noteworthy accomplishments include winning 3 provincial championships: 1A cross-country, 1A girls Basketball, and 1A track and field.

Staff and students used their creative gifts in many other ways. We had an action filled year that celebrated many whole-school community building events. Some highlights included Reading Month, Heart Week, (over \$5000 was raised for the MUFU orphanage in Kenya), club events, Alice in Wonderland drama production, Band concerts, off-site fieldtrips, Grandparents Day, and the continuation of our elementary leadership team.

Trends/Issues:

As a school society we have seen significant growth over the last 10 years, although this has slowed in recent years. Recent projections show that enrolment will likely increase, albeit at a slower rate. The new expansion (6 classroom wing) that has become functional Fall 2023 will address the space pressures we've been dealing with the last 5 years.

The 2022-2023 school year gave us much reason for thanksgiving. The Lord continues to watch over our school community and we have been richly blessed by Him. In order to further develop student gifts, increase capacity, and strive for excellence, there are a number of initiatives in progress.

We hope to continue to improve our students' transition to post-secondary and better prepare students for life beyond high school. Our numbers in high school are growing, so opportunities to incorporate a wider range of course and scheduling options will become possible. We hope to take a close look at our high school course structure in Fall 2023.

We have a growing number of students on IPP's throughout K-12. As these children enter high school we continue to monitor our programming to meet their needs. The school board recently adopted several recommendations provided by an ad-hoc learning assistance sustainability committee.

In general, academic excellence is a key focal point for the Education Committee, the administration and the staff, and new strategies continue to be investigated to improve in this area. We continue to review recent PAT and Diploma data to see how our students are doing in relation to the province. Another recent focus for the Education committee has been mental health, an area that has been negatively impacted by the recent pandemic.

In the coming years efforts will be centered on reviewing administration structures, staff meeting formats, providing quality transportation to our school community, reviewing the 3 campus model recently adopted (K-4, 5-8, 9-12) and finding sufficient Reformed Christian teachers as enrolment grows. We hope to continue with our career counseling program to encourage students to develop their gifts and talents in service to God and their neighbor.

As we look back upon the past year, and look forward to the next, we ultimately give thanks to our heavenly Father for His goodness towards us. He has blessed us with the time, talents, and resources to continue to run our school, and we will continue to look to Him for all things.

AEA Summary Data

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

Authority: 9092 Canadian Reformed School Society of Edmonton

Assurance Domain	Measure	Canadian Reformed School 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	86.9	87.2	87.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	92.1	92.1	93.3	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	98.4	91.8	95.7	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	100.0	96.9	93.7	88.6	87.1	86.2	Very High	Improved	Excellent
	PAT: Acceptable	83.4	77.8	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	21.0	27.8	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	81.9	94.6	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	14.9	15.1	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	94.5	93.9	94.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.8	93.9	93.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	87.5	89.4	89.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	98.2	95.5	97.1	79.1	78.8	80.3	Very High	Maintained	Excellent

Domain 1: Student Growth and Achievement

Summary Data

Assurance Domain	Measure	Canadian Reformed School 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	86.9	87.2	87.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	92.1	93.3	95.1	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	98.4	91.8	95.7	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	100	96.9	93.7	88.6	87.1	86.2	Very High	Improved	Excellent
	PAT: Acceptable	83.4	77.8	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	14.9	15.1	n/a	21.2	18.2	n/a	High	n/a	n/a
	Diploma: Acceptable	81.9	94.6	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	14.9	15.1	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a

Student Learning Engagement Data Summary

	Canadian Reformed School Society of Edmonton										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	345	88.5	381	87.2	407	86.9	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	100	98.0	80	98.3	108	98.1	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	228	67.5	283	65.2	282	66.6	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	17	100.0	18	98.1	17	96.1	n/a	Maintained	n/a

High School Completion Rate Data Summary

	Canadian Reformed School Society of Edmonton										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	9	87.5	21	95.2	18	100.0	21	91.8	38	98.4	Very High	Maintained	Excellent
4 Year Completion	19	95.5	9	83.8	21	97.0	18	100.0	21	91.6	Very High	Maintained	Excellent
5 Year Completion	12	92.9	19	96.1	9	88.2	21	96.9	18	100.0	Very High	Improved	Excellent

Citizenship Data Summary

	Canadian Reformed School Society of Edmonton										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	382	95.7	402	94.6	345	93.3	381	92.1	406	92.1	Very High	Maintained	Excellent
Parent	136	99.6	142	99.3	100	97.2	80	97.7	108	97.0	Very High	Maintained	Excellent
Student	225	87.5	237	85.3	228	84.0	283	81.9	281	80.4	Very High	Maintained	Excellent
Teacher	21	100.0	23	99.1	17	98.8	18	96.6	17	98.8	Very High	Maintained	Excellent

2023 Achievement Test Results

Subject Area	Acceptable Standard School %	Acceptable Standard Province %	Standard of Excellence School %	Standard of Excellence Province %	Exam average School %	Exam Average Province %	Number of Students
Language Arts 6	NA- piloted new ELA curriculum						
Language Arts 9	93.5	71.4	22.6	13.4	71.8	65.1	30
Math 6	87.9	64.4	30.3	15.8	73.9	65.5	32
Math 9	74.2	53.2	9.7	13	58.9	57.1	30
Science 6	89.9	66.7	53.6	22.5	76.6	64	67*
Science 9	90.3	65.5	25.8	20.1	78	69	30
Social Studies 6	81.8	66.3	33.3	18.5	76.8	64.2	29
Social Studies 9	77.4	57.6	12.9	15.9	62.8	58.6	30

*all Grade 5/6 classes wrote this exam

2023 Diploma Exam Results

Subject Area	Diploma Acceptable Standard School %	Diploma Acceptable Standard Province %	Diploma Standard of Excellence School %	Diploma Standard of Excellence Province %	School awarded mark School	School Awarded mark Province	Dip Exam Mark School	Dip Exam Mark Province	Final Course Mark School	Final Course Mark Province	# of students writing exam

Biology 30	68.7	83.5	31.3	34	80.8	77.5	67.4	68.9	78.2	75.8	16
Physics 30	80	82.2	20	40	80	80	66	69.9	77.3	78.1	10
Chemistry 30	87.5	78.8	25	36.1	79	78.5	64.4	68.3	76.3	76.5	8
Math 30-1*	77.8	71.3	0	28.1	76.6	77.9	57.1	63.4	72.7	75	9
Math 30-2	77.8	74.8	33.3	17	77.8	69.6	70.2	61.5	76.3	68.1	9
English 30-1	94.4	86.1	0	10.5	77.1	75.5	64.8	63.7	74.8	73.2	18
English 30-2*	Results not to be publicly released (under 6 students)										3
Social Studies 30-1	94.4	85.4	11.1	17.4	82.1	77.4	64.6	65.2	78.6	75	18
Social Studies 30-2*	Results not to be publicly released (under 6 students)										3

Early Years Literacy and Numeracy Programming

Total number of students assessed per Grade for literacy (and numeracy) in the 2022/ 23 school year:

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

	Total number of students assessed at beginning of school year (Grade 1 in January)	Total number of students identified as being at-risk in literacy or numeracy on these initial assessment(s)	Total number of at-risk students in literacy who received ONLY literacy intervention programming	Total number of at risk students in numeracy who received ONLY numeracy intervention programming	Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy intervention programming (i.e., the same student received both literacy AND numeracy programming)
Grade 1	42	4	1	3	1
Grade 2	35	11	3	n/a	n/a
Grade 3	42	6	n/a	n/a	n/a
Grade 4	n/a				

Literacy Data for 2022/23 school year:

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

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

	Name of Alberta Education-provided or approved literacy screening assessment(s) used	Total number of students identified as being at risk in literacy on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as being at risk in literacy on final assessment(s) (end of year)	Average number of months behind grade level at-risk students were at in literacy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in literacy at time of final assessment(s)
Grade 1	Lens, cc3	2	0	12	12
Grade 2	Lens, cc3	3	3	6	6
Grade 3	cc3	1	0	6	6
Grade 4	n/a				

Numeracy Data for 2022/23 school year:

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

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

	Name of Alberta Education-provided or approved numeracy screening assessment(s)	Total number of students identified as being at risk in numeracy based on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as being at risk in numeracy based on final assessment(s) (end of year)	Average number of months behind grade level at-risk students were at in numeracy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in numeracy at time of final assessment(s)
Grade 1	AB Num. Screener	3	4	12	6
Grade 2		10	3	12	12
Grade 3		6	1	12	12
Grade 4	N/A				

Literacy Intervention

Gr. 1. The programming was implemented as planned, including the providing supports for additional students deemed at risk by school personnel as identified with Fountas and Pinnell Benchmarking. In February 2023, a refugee student was added to this small intervention group and she is included in the final reporting on Dashboard.

Gr. 2 The programming was implemented as planned, including the providing supports for additional students deemed at risk by school personnel as identified with Fountas and Pinnell Benchmarking. The three students still considered at-risk after intervention all have medical and/or learning diagnoses that hinder their academic progress.

Gr. 3 No funding was applied for due to the tight deadline (September 30, 2022). Intervention was set up to provide small group literacy intervention to three students to improve their phonological awareness and decoding skills, but not reported on since no additional funds were applied for.

Gr. 4 No literacy assessments were completed for students in Grade 4.

Numeracy Intervention:

Detailed description of Grade 1 Numeracy Intervention:

Gr. 1 The programming was implemented as planned, including the providing supports for additional students deemed at risk by school personnel as identified with the Mathematics Outcome Assessment Numeracy Progression Test. In February 2023, a refugee student was added to this small intervention group and she has been included in the final reporting on Dashboard.

Gr.2 No specialized programming was implemented for Grade 2 students deemed at-risk in numeracy due to the limited timeframe to apply for this funding (deadline September 30, 2022).

Gr. 3 No specialized programming was implemented for Grade 3 students deemed at-risk in numeracy due to the limited timeframe to apply for this funding (deadline September 30, 2022).

Gr. 4 No screening assessments were completed with Grade 4 students, and no specialized numeracy programming implemented for students in Grade 4.

<p>Summary</p>	<p>God has blessed our students richly! We are thankful that our students used their God-given abilities wisely this past year. Historically most of our students achieve the acceptable standard on government exams and go on to graduate from high school with solid marks. These results can be attributed to strong, engaged families, committed parents, and quality teachers.</p> <p>We will continue to support student learning with the strategies outlined below. Our entire school system must continue to work together to support students as they move through the grades and ultimately one day graduate.</p> <p>Students at Parkland Immanuel Christian School are demonstrating active citizenship and are taught the necessary behaviors to be successful. We are thankful to our very committed staff for their efforts in modelling excellent citizenship themselves and encouraging these behaviors in the students under their care.</p>
<p>School Priorities</p>	<p>Develop and maintain a rigorous academic program in order to promote academic excellence and prepare our graduates for university and careers.</p> <p><i>“Parkland Immanuel Christian School will seek to create an environment where staff and students are inspired and challenged to use their God given talents as they joyfully teach and learn about our God and the world from a covenantal perspective. They will engage in activities that foster a love for learning, develop the ability to think critically about the world around them, and promote strong leadership skills” (PICS Vision).</i></p>

<p>Outcomes</p>	<ul style="list-style-type: none"> - To improve exam writing skills in our post-secondary students. - To cultivate effective study and academic performance strategies in our students and graduates. - To maintain rate of high school completion and citizenship.
<p>Strategies</p>	<p>Strategies include:</p> <ol style="list-style-type: none"> 1. Prepare exam schedule for 6-12 students well ahead of time. 2. Review exam criteria (length, complexity, question types, Bloom’s taxonomy, blueprinting) before each exam cycle. 3. Maintain regular communication with parents regarding student progress via newsletters, weekly updates, P-T Interviews, and access to student progress through Powerschool. 4. Monitor progress of students on IPP’s. Teachers will schedule regular meetings with parents for these students, and work closely with our Educational Assistants to ensure student needs are being met. 5. Continue to assess needs, strengths, and weaknesses of incoming students (Kindergarten and other grades). We are working with a variety of tools (e.g. RRST, Benchmark Reading) to identify struggling readers, and better support students of all abilities. 6. Implement the Alberta government’s mandatory numeracy and literacy assessments in Grades 1-3; provide interventions and re-testing as needed. 7. Survey students on study habits and exams post exam week. 8. Help prepare students for PAT’s by teaching the curriculum well and giving students knowledge and strategies to answer various styles of questions (e.g. numeric response, multiple choice, etc.). 9. Continue to provide career counseling for students to help them explore possible career paths and post-secondary options. 10. Ensure students are prepared to utilize new online exam format where applicable. 11. Reviewing Health curriculum to ensure study skills/strategies and stress management are being taught intentionally to students 12. Engage with Math teachers and AB Education professionals to review past performance and set targets for this year.
<p>FNMI Population</p>	<p>We currently have a small population of self-identified FNMI students. However, consistent with the Freedom of Information</p>

	<p>and Privacy Act, because our FNMI number of students is fewer than six, we cannot report our results publicly. Our present population of FNMI students is meeting grade level expectations, and the achievement gap with other students is not recognizable. PICS strives to provide all students in our school community with an appropriate knowledge and understanding of various cultures including FNMI. Professional development opportunities have been and will be made available to our teachers through AISCA, school networks, and Alberta Education. Our goal is to foster an environment where we are sensitive to the history and challenges FNMI face, especially because they form an important component of our Canadian heritage and modern society. In our Social Studies program, there is a clear focus on FNMI related content. This program will provide background information on FNMI, and work to break down stereotypes and cultivate an attitude of love and respect for all cultures, including FNMI. This is consistent with our worldview; we believe that all people are created in the image of God, are therefore worthy of respect, and should experience a safe and caring environment.</p>
<p>English Language Supports</p>	<p>We currently have a small population of students who require and receive English language supports. However, consistent with the Freedom of Information and Privacy Act, because our English as a Second Language (EAL) population is fewer than six, we cannot report our results publicly.</p>

Domain Two: Teaching and Leading

Summary Data

Assurance Domain	Measure	Canadian Reformed School 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
Teaching & Leading	Education Quality	94.5	93.9	94.8	88.1	89	89.7	Very High	Maintained	Excellent

Education Quality Data Summary

	Canadian Reformed School Society of Edmonton										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	382	97.4	402	95.7	345	94.7	380	93.9	407	94.5	Very High	Maintained	Excellent
Parent	136	99.1	142	97.4	100	95.0	80	95.4	108	96.3	Very High	Maintained	Excellent
Student	225	93.2	237	91.2	228	90.2	282	86.3	282	87.1	High	Maintained	Good
Teacher	21	100.0	23	98.5	17	99.0	18	100.0	17	100.0	Very High	Maintained	Excellent

<p>Summary</p>	<p>We have been blessed with talented and qualified educational staff, and as our student numbers continue to grow, the challenge will be to continue to find qualified staff committed to serve our school community. We will continue to explore ways to engage with staff and promote a positive collaborative culture at PICS.</p>
<p>School Priorities</p>	<p>Maintain a collaborative internal school culture for staff that is God honouring, positive, loving, safe, caring and reflects the school’s mission. Enable staff (and students) to thrive and grow.</p> <p><i>PICS will “seek to create an environment where staff and students are inspired and challenged to use their God-given talents as they joyfully teach and learn about our God and the world from a covenantal perspective. They will engage in activities that foster a love for learning, develop the ability to think critically about the world around them, and promote strong leadership skills.” (Vision)</i></p>
<p>Outcomes</p>	<ul style="list-style-type: none"> - Establish Professional Learning Communities (PLC’s) to promote collective efficacy. - Create a collaborative community within our professional staff to effectively work towards staff growth and student educational success.
<p>Strategies</p>	<p>Strategies include:</p> <ol style="list-style-type: none"> 1. Organize a full staff retreat to focus on educational priorities and team building. 2. Arrange early dismissals and PD days into school calendar. 3. Develop protocols and CLEAR goals for early dismissal teams (PLC’s). 4. Ensure PLC goals connect to school goals/priorities. 5. Admin presence and regular check-ins with early dismissal teams. 6. Engage in high quality professional development on key topics (Numeracy, Literacy, FNMI history, assessment, Reformed Education, School Culture). 7. Meet with staff to review goals outlined in Professional Growth Plans.

Domain Three: Learning Supports

Summary Data

Assurance Domain	Measure	Canadian Reformed School 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
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.8	93.9	93.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	87.5	89.4	89.4	80.6	81.6	81.6	n/a	Maintained	n/a

Welcoming, Caring, Respectful and Safe Learning Environments

	Authority										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	345	95.4	381	93.9	406	93.8	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	100	98.5	80	97.6	108	99.0	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	228	88.4	283	85.5	281	83.4	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	17	99.2	18	98.4	17	99.2	n/a	Maintained	n/a

Access to Supports and Services Data Summary

	Authority										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	345	92.1	381	89.4	405	87.5	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	100	93.6	80	93.0	108	93.4	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	228	86.3	283	80.8	280	81.1	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	17	96.5	18	94.3	17	88.1	n/a	Maintained	n/a

Summary

Our performance measures in the above categories related to Learning Supports remain strong. As a Christian School we value each student and will continue to focus on cultivating an environment of equity and respect.

We see all people as created in the image of God, therefore having immense value and worthy of respect. However, it is impossible for a school to exist without strife and conflict. Our school society is committed to promoting positive behavior that reflects a godly manner. The school is very committed to providing a safe and caring environment for all students, regardless of place and station. Conflict is always dealt with in a Biblical manner, with the goal to

	<p>correct and restore relationships. Christ Himself states that the Great Commandment is to “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: “Love your neighbor as yourself. There is no commandment greater than these.” (Mark 12:30 & 31). We strive to uphold this rule of thumb in all of our school’s activities. The above results indicate that the school is achieving a high level of success in this area and that most students feel PICS is a safe and caring environment. Rather than taking the credit ourselves, we give God the praise and honor He deserves.</p>
<p>School Priorities</p>	<p>Provide a caring, nurturing, Christian environment where all students are encouraged and given opportunities to use their God-given gifts to the best of their ability.</p> <p><i>“Parkland Immanuel Christian School will be prayerfully supported by a welcoming multi-generational community that is actively involved through volunteering, membership in committees or Boards, and by participation in regular school activities. It will seek to build strong partnerships with all members of the Reformed community and promote a sense of belonging, ownership and pride.” (PICS Vision)</i></p>
<p>Outcomes</p>	<ul style="list-style-type: none"> - Develop Mental Health Support Plan - Access AISCA Learning Continuum Support Grant - Implement recommendations of LASN sustainability committee - Implement and monitor IPP’s - Apply for SDF funding as required
<p>Strategies</p>	<p>Strategies include:</p> <ol style="list-style-type: none"> 1. Develop a school wide mental health program. 2. Continue to leverage Open Parachute resource. 3. Develop protocols/parameters for supporting students. 4. Continue to leverage AISCA grant and related supports and available consultants. 5. Access funding from Alberta Education. 6. Provide resources and training to staff. 7. Ensure safe and caring attitudes are modeled and encouraged by staff and students. 8. Encourage a positive high school culture by cultivating more leadership and service opportunities (in class, leadership teams, clubs) for students.

Domain Four: Governance

Summary Data

Assurance Domain	Measure	Canadian Reformed School 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
Governance	Parental Involvement	98.2	95.5	97.1	79.1	78.8	80.3	Very High	Maintained	Excellent

Parental Involvement Data Summary

	Authority										Measure Evaluation		
	2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	157	98.9	164	98.8	117	98.8	98	95.5	124	98.2	Very High	Maintained	Excellent
Parent	136	98.8	141	97.6	100	97.6	80	93.1	107	97.6	Very High	Maintained	Excellent
Teacher	21	99.0	23	100.0	17	100.0	18	97.8	17	98.8	Very High	Maintained	Excellent

Summary

Satisfaction has remained high and we continue to receive consistent support from parents and school society members. There are numerous opportunities for our community members to participate in school activities and operations. The School Board continues to monitor and assess its role in this area and meets regularly with the school society to encourage parental involvement. The committees that operate under the Board's authority also have a large parental presence.

School Priorities

Ensure effective administration and board level leadership and management.

"Parkland Immanuel Christian School will be prayerfully supported by a welcoming multi-generational community that is actively involved through volunteering, membership in committees or Boards, and by participation in regular school activities. It will seek to build strong partnerships with all members of the Reformed community and promote a sense of belonging, ownership and pride." (PICS Vision)

Outcomes

- Transition towards a more governance style board.
- Review and improve administrative structure and procedures.

Strategies

Strategies include:

1. The school will continue to provide opportunities for parents to be engaged in school life, such as fieldtrips (virtual and/or in-school, classrooms, whole school functions (Grandparents Day, Open Houses, assemblies), progress reports, P-T Interviews and IPP meetings, society meetings, parent run committees and Board interactions. The

percentage of parents satisfied with their involvement in decision-making is very high. Our society is essentially parent-driven, from the Board level to committee work, to volunteers, bus drivers, librarians, maintenance, and staffing.

2. Communication through our new website, weekly newsletters, and our monthly PICS Life edition keep society members informed on school operations.
3. The satisfaction level with the quality of education is also very high, which attests to our committed families and highly trained staff members.
4. Parents are regularly involved in planning and assisting with large school events, classroom activities, and extra-curricular programming.
5. Respond to feedback promptly and appropriately, keeping in line with the school's mission and vision.
6. Leverage advice and expertise from Focused Leadership Group (external consultant).
7. Incorporate new roles of Facility Manager and Business Manager into school leadership team to focus on the operational aspects of running a large school.

Domain Five: Local and Societal Context	
Summary	<p>Over the past 5 years enrolment growth resulted in space pressures. All classrooms were in use and special use areas (Computer lab, library, art room, etc.) were converted into regular use classrooms. Expanding the current facility to accommodate current and future growth was necessary to create more capacity and options for the future.</p> <p>Construction of the first expansion wing was completed August 2023. The addition of 6 classrooms will relieve growth pressures and allow us to separate students into 3 separate divisions (K-4, 5-8, 9-12).</p>
School Priorities	<p>Provide spaces for students to learn, grow and build one another up, for staff to perform their duties and enjoy their work, and for the Society to be able to come together and share in the joy of school and community activities.</p> <p><i>"Parkland Immanuel Christian School will be prayerfully supported by a welcoming multi-generational community that is actively involved through volunteering, membership in committees or Boards, and by participation in regular school activities. It will seek to build strong partnerships with all members of the Reformed community and promote a sense of belonging, ownership and pride."</i> (PICS Vision)</p>
Outcomes	<p>School Expansion will:</p> <ul style="list-style-type: none"> - add classrooms (Phase 1)-complete - add gym/kitchen/foyer (Phase 2) - existing structure renovations (Phase 3)
Strategies	<p>Strategies include:</p> <ol style="list-style-type: none"> 1. Fundraising for capital project 2. Development of 'excess' lands to the west 3. Develop and follow construction timeline for expansion 4. Engage society at bi-annual meetings 5. Determine space requirements for future years

Year In Review	
Future Challenges	<p>We continue to expect steady growth in our student population over the next 5 years. Current forecasts will need to be updated in Spring 2024. We will need to acquire additional staffing, space, and resources to continue to provide a high-quality education for these students.</p>
Summary of Financial Results	<p>Along with the generous support of our membership, the Level II funding we received from Alberta Education has enabled us to meet our budget for 2022-2023. The additional learning support funding was also helpful in meeting the needs of our students. Included in this report is a copy of our approved budget for the 2023-2024 year, which provides details on our annual revenues and expenses. The board is currently implementing a revised tuition and transportation model in order to ensure appropriate levels of revenue are in place for the future.</p>
Stakeholder Engagement and Assurance (Parental Involvement)	<p>Parents and members are very involved in the running of the school. All of our Board members and committees (Education, Transportation, Personnel, Promotion, Building, Grad, Library, Education, etc.) consist of parents and committed members. Many parents are active as volunteers, running fundraisers, assisting on field trips, and attending school events.</p> <p>Communication occurs regularly through the school website, weekly newsletters, monthly bulletins, teacher pages, and term report cards. Parent-teacher interviews are well attended, and open houses occur each year to give parents and members opportunities to be involved in school life.</p> <p>The Education Plan and AERR are available on our website and discussed with our community at one of our biannual membership meetings. Parents are provided with copies of our budget results and summaries and are given opportunity to ask questions and provide feedback.</p> <p>Our grade 7-12 students and their parents had consistent access to their grades and progress through our Parent/ Student Portal. This is greatly appreciated by many of our parents and students and is a good way to maintain the home-school connection that we desire. Specific information related to course work and assignments is posted regularly on Microsoft Teams for students to access.</p> <p>We have been blessed with a very supportive community, and we pray that this commitment may continue in the future.</p>
Timelines and Communication	<p>Communication between home and school occurs regularly via newsletters, bulletins, website resources, society meetings, open houses, report cards, and parent-teacher conferences.</p> <p>Every November our school holds its fall membership meeting, where highlights of the Education Plan and the AERR will be shared with the society. Budget reports are also sent to the society in our annual fall and spring meetings. This material is accessible on our website and hard copies are made available to school members.</p>

Whistleblower Protection	<p>Parkland Immanuel Christian School is committed to providing students with the best possible quality learning opportunities in a safe and caring environment characterized by behavior consistent with the school’s stated moral and ethical beliefs.</p> <p>In this context, the school’s governing board and principal, teachers and other employees, parents and their children, and members of the supporting school community must be assured that their concern about any wrongdoing will be taken seriously in the best interest of the school and all members of its community. Teachers and other employees have the right and obligation to report any wrongdoing.</p> <p>Parkland Immanuel Christian School commits that any disclosure of wrongdoing or alleged wrongdoing reported to the school’s principal will be properly reviewed and investigated and then acted upon by the school, as appropriate. An employee making a disclosure in good faith will be protected against reprisal or other detrimental impacts within the power of the school. A copy of Parkland Immanuel Christian School’s whistleblower policy and procedures is available in the main office and in the staff handbook and in the Board’s Governance Guide.</p> <p>In 2022-2023, this policy was not put into action, as there were no cases where wrong-doing or alleged wrong-doing was reported or disclosed.</p>
Budget Summary	<p>We are very appreciative that Alberta Education continues to provide funds for the operation of our school. Our parents are average tax-payers and hard-working Albertans, and they already make huge sacrifices in order to support Christian education. Increased operational costs continue to affect our budget balance for 2023-2024 and additional revenue will be required to pay for the recent expansion mortgage. Please see the budget summary below. More information can be obtained from the school office.</p>

Budget Summary

Canadian Reformed School Society
 Budget 2023/24 (updated May 1, 2023; forecast through March 2023)

	Budget 23/24	Budget 22/23	Forecast 22/23	Budget 21/22	Actual 21/22
Revenues					
Grants					
Kindergarten	117,832	143,741	143,741	146,895	155,049
Grades 1-12	1,967,353	1,858,372	1,905,262	1,781,373	1,880,262
Other	1,047,053	715,054	764,410	722,684	720,844
	<u>3,132,239</u>	<u>2,717,167</u>	<u>2,813,413</u>	<u>2,650,951</u>	<u>2,756,156</u>
Members					
Fees	1,734,509	1,604,871	1,435,837	1,441,905	1,446,370
Donations	114,244	128,000	143,624	120,073	80,568
Fundraising	0	0	0	95,000	0
	<u>1,848,753</u>	<u>1,732,871</u>	<u>1,579,461</u>	<u>1,656,978</u>	<u>1,526,938</u>
Miscellaneous					
COVID-Related Grants			15,183		
Other	3,040	3,040	3,256	3,040	21,316
	<u>3,040</u>	<u>3,040</u>	<u>18,438</u>	<u>3,040</u>	<u>21,316</u>
Total Revenues	<u>4,984,032</u>	<u>4,453,078</u>	<u>4,411,313</u>	<u>4,310,969</u>	<u>4,304,410</u>
Expenses					
Instructional					
Salaries	2,849,633	2,735,358	2,755,428	2,748,438	2,730,991
Benefits	388,271	360,857	397,453	350,254	489,287
Staff Acquisition	8,000	8,000	5,759	8,000	4,115
Services Purchased	135,917	156,687	162,531	120,892	78,169
COVID-Related Costs	0	2,000	1,122	2,000	9,290
Supplies & Materials	113,350	115,778	100,692	109,620	70,880
	<u>3,495,172</u>	<u>3,378,680</u>	<u>3,422,984</u>	<u>3,339,204</u>	<u>3,382,732</u>
Administration					
Salaries	295,615	247,155	201,293	183,641	172,588
Supplies & Materials	7,500	11,500	13,654	10,000	36,886
Dues & Professional	47,331	45,313	57,918	46,980	30,859
Promotion	33,500	28,500	28,257	25,625	32,720
	<u>383,946</u>	<u>332,467</u>	<u>301,122</u>	<u>266,246</u>	<u>273,053</u>
Operations & Maintenance					
Accounting & Legal	13,000	12,000	12,000	12,000	11,000
Insurance	70,000	55,000	64,367	55,000	52,860
Utilities	94,902	90,723	91,025	89,529	91,430
Supplies	16,000	14,000	16,409	14,000	17,200
Services Purchased	103,993	94,324	81,716	92,508	67,169
Building Maintenance	47,898	46,300	42,682	42,850	37,093
Grounds Maintenance	15,550	18,050	27,720	18,000	15,582
	<u>361,342</u>	<u>330,397</u>	<u>335,920</u>	<u>323,887</u>	<u>292,334</u>
Transportation					
Insurance	25,271	23,903	24,068	15,532	20,785
Fuel	70,200	65,063	66,857	50,612	73,930
Repairs	57,371	45,467	79,471	48,876	71,393
Services Purchased	205,914	194,015	169,896	190,591	126,370
	<u>358,757</u>	<u>328,448</u>	<u>340,293</u>	<u>305,611</u>	<u>292,478</u>
Financial					
Bank Charges	960	960	976	960	911
Mortgage Payments interest	260,750	0	0	0	0
Furnishings & Equipment	101,275	50,700	62,715	53,900	55,946
GST (net)	11,030	10,336	9,261	9,660	7,941
	<u>374,015</u>	<u>61,996</u>	<u>72,952</u>	<u>64,520</u>	<u>64,799</u>
Total Expenses	<u>4,973,232</u>	<u>4,431,988</u>	<u>4,473,272</u>	<u>4,299,469</u>	<u>4,305,396</u>
Operating Budget Balance	<u>10,800</u>	<u>21,090</u>	<u>-61,959</u>	<u>11,500</u>	<u>-986</u>
Capital Budget					
Amortization of Capital Allocations	-122,000	-116,000	-116,000	-116,000	-120,564
Mortgage Payments principal	0	0	0	0	0
Bus Loan/Reserve Fund	0	0	811	0	0
Bus Purchase	0	0	0	0	0
Bldg Expansion/Improvement	10,800	15,000	11,570	11,500	8,115
Amortization of Capital Assets	272,500	220,000	220,000	220,000	225,676
Capital Budget Balance	<u>161,300</u>	<u>119,000</u>	<u>116,381</u>	<u>115,500</u>	<u>113,227</u>
Total Budget Balance	<u>-150,500</u>	<u>-97,910</u>	<u>-178,341</u>	<u>0</u>	<u>-114,213</u>
Non-Cash Items					
Amortization of Capital Allocations	122,000	116,000	116,000	116,000	
Amortization of Capital Assets	-272,500	-220,000	-220,000	-220,000	
Capital Budget Balance	<u>-150,500</u>	<u>-104,000</u>	<u>-104,000</u>	<u>-104,000</u>	
Budget Balance	<u>0</u>	<u>6,090</u>	<u>-74,341</u>	<u>0</u>	<u>-114,213</u>