



Combined

Annual Education Results Report

(2018/2019)

And

Three Year Education Plan

(2019 / 2020 to 2021 / 2022)

Authority: 9270 Airdrie Christian Academy Society

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Message from the Board Chair and President

Dear Society Members,

Our financial institute was very happy with our operation and felt it was the right time to move ahead with completing the building.

It is now December! Time is quickly slipping by and soon we'll be celebrating Christmas and our last day of 2019! This calendar year provided many great events and blessings for our school. Early in 2019, we submitted a business plan to our financial institute with the request to pay out our private lenders and to complete the construction of our school building. These two events had to go hand in hand as, without the additional space, we were not able to easily grow our student population, and without the growth, we would never be in the position to afford to reduce our debts. Our financial institute was very happy with our operation and felt it was the right time to move ahead with completing the building. The approval to move ahead was an answer to years of prayer!

There are several items to share as we come to the close of 2019.



- **New School Name and New Sports Team Name**
 - As of September 1st, 2019, our school became Airdrie Christian Academy (ACA) and our sports teams are now the ACA Warriors!
 - Along with the new names came a real sense of excitement and positive atmosphere from our Staff, Society and Community.
 - While we were sad to depart KCES, we are excited by the future God has planned for ACA!
 - Our Board is working hard on the significant task of refreshing our school policies and changing our school name to ACA within all polices and Bylaws.
- **Building Construction**
 - On the main level we now have occupancy of four new classrooms, a fitness room, an open commons area in the east wing and a small kitchen.
 - On the lower level we currently have occupancy of the chapel, kitchen and industrial arts shop.
 - Under the gym we will have 3 new classrooms, a meeting room, bathrooms, and an open commons area ready for use by the time we return to school in January.
- **Enrollment**
 - Once again, we experienced significant enrollment growth this fall. We have 293 full-time students and an additional 17 children in our preschool program. This growth was possible due to the newly available space.

- **Facility Lease Agreements**
 - We have had a steady increase in our lease/rental revenues. Once the new areas are complete, we will begin to advertise all our spaces, with the intent of driving revenue from all areas of the school when not being utilized for school activities.
 - We will not have renters in the school when our students are attending regular school days. Outside adults and renters are only allowed on site outside of regular school hours.

- **Solid Grounds Café**
 - We are opening a Café in January that will provide a menu of food, snacks, and beverages.
 - The café will be open during lunch hour for students, hopefully enticing our older students to remain on campus opposed to walking over to Tim Hortons, etc., and to provide new options for the rest of our staff and students.
 - The café will be open during our peak rental times, providing what we feel is a desired service.
 - The net profits from the café will be shared between our operations and facilities budget.

- **Bus Program**
 - In September we added a second pick up location in the Skyview Ranch area and our bus is now almost full.
 - We are considering adding a second bus next year, one for each stop, in order to allow for future growth and to shorten the bus ride for our students. This decision will be made by June 2020.

- **International Student Program**
 - We added a new agent to assist with recruitment of International Students.
 - Shellie Wilson will be attending an agent fair in January with intent of establishing additional agent relationships.
 - We have 3 international students joining our school for 8 weeks beginning January 29th, with the intent for each student to come back fulltime in September 2020.
 - We are considering adding a Summer Camp Program for international students to come and experience Canada, which we believe will encourage growth in our regular international student program.

- **Fundraising and Social Events**
 - We made the difficult decision to cancel the planned Fall Banquet last month due to low ticket sales from our Society. This decision allowed us to pause and to seek input from our Society as to what is of interest and we received great feedback.

In closing, we want to thank all our dedicated supporters of ACA... our Teachers, Staff, Students, Parents, Alumni and all the outside individuals and groups who have felt led to support our school. We are all part of this school because we choose to be, and we feel this is where God has led us. The children attending our school are being educated in the Word of God and being equipped to go out into the world to do His work! We are very proud to be part of this school and we hope everyone feels the same.

Take care, and may God bless each of you,

Brian Thiessen
ACA Society Board Chair

Scott Calderwood
ACA President



Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for **Airdrie Koinonia Christian School (now named Airdrie Christian Academy)** were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation.

This document was developed in the context of the provincial government's business and fiscal plans.

The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019/2022 on December 20, 2019.

... the school continues to develop a program that will provide for students of all capacities and enable graduates to successfully enter directly into university, Bible college, trade school or a vocational field.



Foundation Statements

Airdrie Christian Academy seeks to equip students with the knowledge, skills and attitudes that will enable them to successfully fulfill God's calling on their lives and directly influence our culture with a biblical value system. In order to do this, the school continues to develop a program that will provide for students of all capacities and enable graduates to successfully enter directly into university, Bible college, trade school or a vocational field.

Our Mission:

"We are called by Jesus Christ to advance God's Kingdom by educating and training His children to personally know, love and serve Him." Proverbs 22:6

Our Vision:

"Equipping and discipling generations for Christ" Matthew 28:19-20

Our Core Values:

Family, Truth, Love, Excellence, Accountability, Grace, Inspired Learning, Courage.

Our Strategic Objectives:

1. **Discipleship Culture** – shaping and empowering students for God's kingdom purposes
2. **ACA as "The Place" to be** – a trusted partner with families and churches within our community
3. **Financial Stability** – to steward our resources for continued growth and viability
4. **Technology Advancement** – equipping our students with future-focused job skills

The following beliefs and goals drive this vision:

Accountability and Fellowship

ACA is committed to maintaining genuine fellowship and vital partnerships of mutual encouragement and accountability with each home, with supporting partners such as AISCA and ACSI, and with other Christian schools.

Christian and Christ-centered

ACA is committed to living in loving, faithful obedience to Jesus Christ as the Lord of all things and working to build godly character in all of its students. Our school Bible verse is found in I Corinthians 10:31, and states, "Whatever you do, do it all for the glory of God". This impacts all areas of our school life.

Academic Excellence

ACA is committed to providing the highest standard of education that enables children to be challenged at their academic ability and to achieve their fullest potential. This commitment is built upon the foundation of bringing honour to God through all we do, and our teaching also reflects our continuing commitment to training children to joyfully serve God, regardless of their pursuits.

A Profile of the School Authority

Our school was founded in September of 1987 with three full-time teachers, one part-time teacher and approximately fifty students from kindergarten through grade seven.

By integrating a Christian worldview into the program of studies provided by Alberta Education, we have been impacting the lives of children in Airdrie and surrounding area for many years. We offer a safe and welcoming environment for children from Pre-school through Grade 12 and provide them with a solid foundation for their futures, both academically and spiritually.

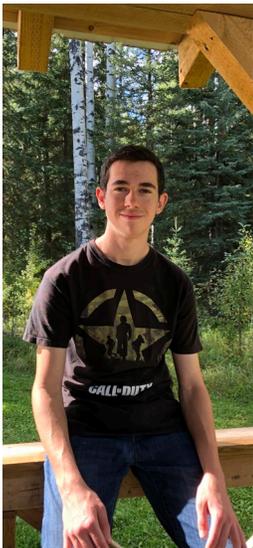
Our Mission is simple... “to advance God’s Kingdom by educating and training His children to personally know, love and serve Him”. Through the use of effective facilities, improving technology and well-qualified staff, we move these children through the various stages of their educational journey and prepare them for their post-secondary years.

For the 2019/2020 school year, there are 16 full-time teachers, 3 part-time teachers and 312 students from preschool through grade 12. These students attend over 30 different churches and travel from a number of different communities within the Airdrie region and north Calgary. This school year is one of continued growth, as we continually strive to strengthen and improve all aspects of our school. Our growing facility spaces are providing us with many long-awaited opportunities for improving our educational platform and the overall atmosphere within our school. We are also very pleased that we can partner with several other organizations as they lease our space for their various activities. These rentals are a long-term fulfillment of a dream to provide for other groups within our community, and it also greatly assists our revenue stream.

ACA is accredited by Alberta Education as a partially-funded independent school and also maintains official memberships with the Association of Christian Schools International (ACSI) and the Association of Independent Schools and Colleges of Alberta (AISCA).

As we move into our school’s future, we continue to positively impact our community by equipping the leaders of tomorrow with confidence, capability and a heart for service. As God provides, we will maintain this direction for many years to come.

“to advance God’s Kingdom by educating and training His children to personally know, love and serve Him”



Summary of Accomplishments

Our most successful area of accomplishment these last two years is that we have turned around our enrolment numbers and have grown to over 300, with students from pre-school through grade 12. We are also pleased to offer courses to partially enrolled homeschool students and are seeing the great benefits (over 20 new students) of a busing service to north Calgary. Both of these are proving to be good feeder programs for our grade school program. Our team of teachers, support staff, parents and students is so very committed and engaged in our community life.

Academically, ACA is noted as being in or near the top 20% of our province's schools.

Another area for which we are thankful is our emphasis on service and outreach. Classes take on projects each year which involve investments of time, volunteer service and financial contributions. Our students have helped pack shoeboxes for the Samaritan's Purse Operation Christmas Child Shoebox program, traveled to Mexico to serve with a local church and the people of the community, contributed to the local food bank program and the veteran's food bank, collected clothing for the Mustard Seed and worked with an organization supporting less advantaged people in Airdrie and Calgary. School wide projects include participation in anti-bullying initiatives along with other schools in the community and community trash pickups. Our students sing Christmas carols in several seniors' lodges each year, and the students on our worship teams often participate in their local churches as well. It is our desire to develop compassionate and serving hearts within each member of our school community.

Academically, ACA is noted as being in or near the top 20% of our province's schools. While this is not the only marker we use to track the results of our educational efforts, it is a reflection of our desire to prepare our students to the best of their ability. Lately, we are striving to ensure that our special needs students are being well supported through strategic changes to staffing roles and curricular implementation. Increased focus on adding to the availability of secondary electives will continue to be a priority as we grow, both to provide a broader and more inspiring learning environment and also to better prepare our students for their future pursuits.

Our school gym and learning commons spaces add so much to the life and education in our school. Now, for the first time in our history, we are hosting home games and other major events. We are thrilled to be competing strongly in our sports leagues, bringing home banners for our gym walls which help us celebrate these accomplishments! The learning commons allow for larger group teaching sessions and also collaborative student project work.

The nature of our school continues to be seen through our people who are sacrificial contributors striving to bring Christian education to the children of our community.

We are also very thankful for the connections we have with our community leadership. Our mayor, Mr. Peter Brown, comes to our school often and is a strong supporter and encouragement to our staff and students. We also have good relationships with our MLA and our Member of Parliament. All three grace us with attendance and words at our graduation, and our MLA also spoke at our Remembrance Day service last November. We also have developed positive relationships with local service groups such as the Lions and Lioness

Clubs, the Chamber of Commerce and the Rotary Club. These are all valuable connections for our school as they provide a greater understanding of our school, and also provide a better understanding of our community for our students.



Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Airdrie Koinonia Christian			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.0	92.4	91.8	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.0	81.2	75.2	82.2	81.8	81.9	Very High	Improved	Excellent
	Education Quality	94.6	96.9	94.0	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	80.1	100.0	95.7	79.1	78.0	77.5	High	Declined	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	87.5	86.1	89.2	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	28.1	23.6	30.5	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	77.1	77.6	77.9	83.6	83.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	14.6	19.0	18.4	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	65.6	100.0	86.8	56.3	55.7	55.1	High	Declined	Acceptable
	Rutherford Scholarship Eligibility Rate	100.0	100.0	97.0	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	62.5	38.3	61.2	59.0	58.7	58.7	High	Maintained	Good
	Work Preparation	96.9	100.0	92.6	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	88.2	91.7	90.2	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	98.1	97.9	94.8	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	83.8	88.6	85.5	81.0	80.3	81.0	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	92.2	90.6	90.9	86.1	87.5	85	Very High	Maintained	Excellent	85	85	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.7	30.5	37.5	23.6	28.1	25	Very High	Maintained	Excellent	28	28	28

We've been very intentional in meeting the learning needs of our middle school students



Comment on Results

We've been very intentional in meeting the learning needs of our middle school students, particularly in grade six and nine as they approach two very important transitional steps in their school careers.

Strategies

- Teachers are strengthening their curriculum and teaching methods by being in close connection with each other and many other teachers through the use of Google Docs.
- Teachers within divisional groups will carefully analyze the results from PATs and Diplomas to establish goals and strategies for growth and/or continued strength in various areas.
- The administration team will also analyze the on-going results of cohorts as they move through the grades to track the comparative strength of a particular class. We are in a rebuilding phase and see our population remaining quite static, so this information should be quite clear and useful for determining continued learning within a particular group in the years ahead.
- With our smaller class sizes, particularly in the secondary grades, we are able to provide excellent small group instruction.
- Teachers are also beginning to use the A+ Program for review and exam preparation.
- Elementary teachers will continue using IXL to accurately assess a student's strengths and areas for improvement, therefore more successfully filling the gaps that students may have in their learning.
- Teachers within divisional groups will carefully analyze the results from PATs and Diplomas to establish goals and strategies for growth and/or continued strength in various areas.
- The administration team will also analyze the on-going results of cohorts as they move through the grades to track the comparative strength of a particular class. We are in a rebuilding phase and see our population remaining quite static, so this information should

Class sizes are small therefore our yearly statistics tend to vary.

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- The use of data from Canadian Achievement Testing with our grades one through eight students will provide a small window to show us areas for strengthening our instruction and our curriculum.
- Use of classroom blogs and Google Classroom does a great job of allowing students and parents to know and understand the extent of various assignments and to access extra resources posted by their teachers.
- Use of Fountas & Pinnell reading levels and assessments for all primary students

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	89.8	81.7	74.5	77.6	77.1	80	Low	Maintained	Issue	80	80	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	34.7	21.7	14.5	19.0	14.6	20	Intermediate	Maintained	Acceptable	20	20	20

Comment on Results

Class sizes are small therefore our yearly statistics tend to vary.

Strategies

- Closer monitoring of grade 10-12 curriculum.
- Encourage and reward for completion of diploma prep courses
- Send teachers to diploma marking
- Provide in-house instruction and practice for diploma test structures and expectations
- Always strive to incorporate more hands-on science
- Ensure the implementation of appropriate modifications for particular students

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	82.5	91.9	95.3	100.0	80.1	95	High	Declined	Acceptable	95	95	95
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	70.7	87.1	73.3	100.0	65.6	90	High	Declined	Acceptable	90	90	90
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	0.0	0.0	0.0	Very High	Maintained	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	61.0	90.8	54.6	38.3	62.5	50	High	Maintained	Good	65	65	65
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	90.9	100.0	100.0	100.0	90	Very High	Maintained	Excellent	95	95	95

Comment on Results

The Rutherford Scholarship continues to be a strongly motivating program and our students really strive to be recipients each year. We have also begun using a Canadian developed program called My Blueprint to assist students in planning their high school and post-secondary trajectory. This has given students a clear understanding of where they need to go and how to get there. Our guidance counselor is invaluable in assisting students with academic choices, as well as providing a listening ear for other personal matters.

Another factor in the strength of our diploma scores is the on-going continuity in our teaching staff, and the fact that key diploma teachers are growing more skilled in meeting curriculum objectives for each course.

Our post-secondary transition rates are low due to a number of our smaller classes moving to schooling outside of the province, and these choices are not considered by Alberta Education in this calculation. The statistical variance over the last few years is caused by small class sizes.

Strategies

- Continued instruction and guidance for post-secondary options.
- Program for students in grade 9-12 to help them plan their high school careers in accordance with their aspirations for the future. This is a fantastic program and data base that I would recommend for all high schools.
- Have a minimum of 2 practice exams over the course of the year.
- Include more diploma type questions in the chapter/unit exams.
- Encourage students and teachers to attend diploma prep sessions that are locally offered.
- Teachers to continue to give extra tutorials outside of class hours
- Usage of common rubrics to ensure more clear instruction and more defined expectations
- Monitor student achievement and ability more closely to ensure proper placement in dash one and dash two courses.
- Continued Teacher Professional Development including sending teachers to assist in marking of diploma exams.
- On-going evaluation of grade nine PAT and Diploma exam results by all secondary teachers



Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.1	90.3	88.7	91.7	88.2	90	Very High	Maintained	Excellent	90	90	90

Comment on Results

The philosophy of the school is that students who attend or graduate from our school will be taking leadership roles within the school, church/para-church organizations, and other service clubs and associations within our community.

Strategies

- As a Christian school we are teaching values which we trust will continue to be engaged when students and graduates are employed in future jobs or occupations.
- Senior high students are given the requirement of volunteering 25 hours per year through our Christian Service program. We want them to always seek in life a place where they can freely give of themselves without thought to payment.



Outcome Two: First Nations, Métis and Inuit students in Alberta are successful

Comment on Results

As our FNMI population is very small, the data for this area is suppressed. However, as our school population continues to become more diverse through representation from our FNMI community and from around the world, our teachers incorporate curricular materials to address issues of understanding, tolerance and celebration for peoples of all origins. God created all people, from all continents, and as everyone is precious to Him, they should be treated as precious by our staff and students.

Strategies

Regardless of cultural or ethnic backgrounds, our teachers strive to maximize the learning potential of each student. This is further supported through an excellent group of educational assistants who are trained to help students with remedial reading and writing, and in social skills development.

Regardless of cultural or ethnic backgrounds, our teachers strive to maximize the learning potential of each student.



- Ensure full guidance and academic support for all students, with special attention given to any self-identified FNMI students.
- Seek out post-secondary institutions and scholarships which exist primarily to support the culture and learning of FNMI students.
- Emphasize cultural diversity through delivery of the Social Studies curriculum. This will focus on infusing Aboriginal perspectives within the curriculum with appropriate subject matter.
- Our population is becoming far more diverse in recent years with students from Africa, Asia, South America and from Europe, some of whom are now strengthening ESL students. This has significantly raised the profile of non-Anglo cultures which we have really enjoyed.
- Continue with Student Council led Cultural Celebration Days.
- Another strong resource to be accessed is the OECD (Organization for Economic Cooperation and Development) Promising Practice for Indigenous Students <http://www.oecd.org/education/Supporting-Success-for-Indigenous-Students.pdf>
- Some teachers and schools are successfully supporting Indigenous students. Indigenous students report feeling supported when the people at their schools:
 - Care about them and who they are as Indigenous people;
 - Expect them to succeed in education; and,
 - Help them to learn about their cultures, histories and languages.
- OECD research indicates several ways that teachers can make a big difference in supporting success for Indigenous students:
 - Extra support for students: Finding ways to change the experiences of individual students goes a long way.
 - Engaging families: Mutually respectful relationships between schools and parents can have significant benefits for students.
 - Monitoring and reporting: Tracking progress with data helps educators and families understand where progress is being made.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	61.0	70.0	74.4	81.2	82.0	80	Very High	Improved	Excellent	85	87	90

Comment on Results

We continue to increase the variety of core and optional courses offered here at ACA. All three sciences are offered, multi-level courses are available (30-1, 30-2, etc.) and we've also added pottery, computer technology, art, drama, fitness and outdoor education to the optional course list.

Strategies

- We have greatly increased our use of direct instruction and decreased the use of ADLC courses.
- We are also pursuing the use of dual credit courses, thereby giving our students more options and a leg up as they begin their post-secondary studies.
- Student/teacher/parent communication is essential and is being increased through the use of Google Docs, Remind and other technology-based programs.
- We have greatly increased our extra-curricular activities, including PE and intramurals and home games in our own gym, choir, drama and guitar.
- We have established a Bring Your Own Device (BYOD) environment for our secondary students. While we are still working to strengthen our wireless connectivity, this use of technology has been helpful in many ways, both for staff and students.
- Our chapel worship teams are back together, and they are learning new ways to give leadership and also learning new technology for these assemblies.
- Students have had access to career and job fairs. (SAIT, Ambrose, U of C, Bible colleges, etc.)
- Finishing all components of the gymnasium to best augment the learning in PE classes.
- Installing our playground has done so much for the atmosphere of our outside recesses and breaks. Right now, we have just one playing field, but plans include a full playground plus outside basketball courts and a skating rink.
- Along with the playground, we will continue to bring in more trees, shrubs and flowerbeds. These will obviously improve the appearance of our grounds, but also provide outdoor labs for science classes.
- Improved music programming - choir, band, better class instruments - multiple sets of Orff, ukuleles, bells, guitars.
- Consistency in music teachers - dedicated music teachers for divisions

- Consistency in music, drama, art class spaces
- Hire a trained CTS - shop certified teacher
- Business and Law
- Robotics w/ Coding
- Increased STEM programming
- Language classes - French, Spanish, Mandarin, Cantonese - we currently offer French and Spanish
- Photography/Videography
- Debate club
- Guitar classes
- Bible quizzing



Outcome Four: Alberta's K-12 education system is well governed and managed

We have a very positive atmosphere here at ACA.



Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	94.3	94.4	88.7	92.4	93.0	92	Very High	Maintained	Excellent	92	93	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.8	93.5	91.5	96.9	94.6	95	Very High	Maintained	Excellent	95	95	95
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100.0	83.3	94.6	100.0	96.9	90	Very High	Maintained	Excellent	95	95	95
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	94.9	92.2	94.2	97.9	98.1	90	Very High	Maintained	Excellent	95	95	95
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.	78.7	78.0	90.1	88.6	83.8	90	Very High	Maintained	Excellent	85	85	85

Comment on Results

We have a very positive atmosphere here at ACA. Positive and uplifting behaviour is acknowledged and rewarded, while negative behaviour is dealt with through a redemptive process. While disciplinary actions do need to be exercised, very rarely does this need to progress to more severe stages. We have strong relationships with almost all our families, and parents trust our staff and are therefore in support of our interactions with their children.

We strive to bring each student, not just those with special needs, to a place of belonging, both through their academic and relational experiences here at ACA. Every student has been created uniquely and brings a diversity to our classrooms. This provides opportunities for our

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staff to discern these differences and to strategically design plans to best challenge and assist the students to greater success.

Strategies

- As we are in an urban setting, we do all we can to provide a secure environment for our students and staff. We have a high ratio of supervision for all recess times (inside and outside) and fencing around the entire campus. We recently installed security cameras which allow us to view the street side of our property, the front and side entrance as well as our playground area. We also keep the doors locked during all school hours, only allowing entrance to the school through the main front door, and then only as admitted by the secretary by remote access.
- We will continue to have our students complete twice annual character check/bully surveys. These have proven very effective in the past for identifying problem behaviours/students as well as to teach students what is acceptable behaviour and when it crosses the line into the area of bullying.
- Junior High students began Project Positivity, a movement which celebrates positive aspects of student life
- Addressing parent concerns effectively and expediently including our newly established ACA Parent Council
- Continue multiple avenues for parent communication
- Addition of guidance counselor and chaplaincy program for all grades
- Many secondary students attend a weekly group which they named Hot Topics, a place where they can openly ask and discuss issues of importance in their lives
- Elementary supervision - intentional for particular students... Increased and intentional for safety and support
- After-school renter care will retain rental revenues
- Before and after school care is offered to assist busy families
- Updating curriculum and assessment/growth tools - IXL and Smart Start, Fountas and Pinnell
- Here is an excellent link from the AB Ed website that best outlines a successful approach to inclusion in our school.

<https://education.alberta.ca/inclusive-education/what-is-inclusion/>

Future Challenges

There are two significant challenges that face us here at AKCS.

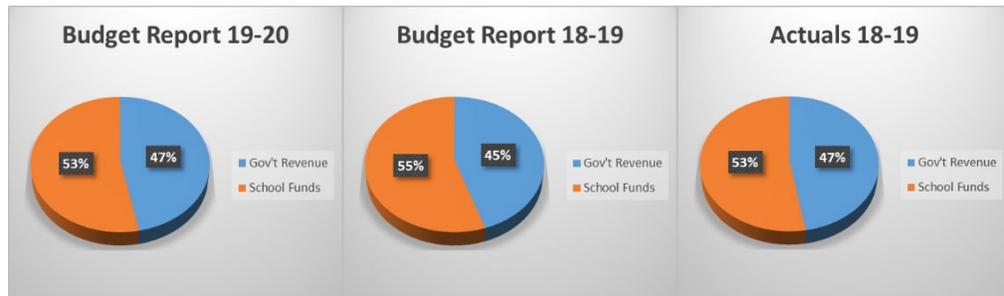
The first is to build on the 2017-2018 improvements to our PAT and Diploma scores. The teachers and administration are acutely aware of this need and we have made decisions and changes to continue in this positive trend. Teachers are using Alberta Education rubrics and closer adherence to the Program of Studies to increase student understanding of the requirements in particular subject areas and are already seeing positive changes. Senior High English is already showing strong results, and we are aiming for this strengthening in Social Studies and other areas as well. We desire to be excellent and will execute plans which will solidify AKCS as the school of choice for strong Christian values and academic excellence in the Airdrie and north Calgary region.

We met our goal to have our gymnasium fully functional for the fall of 2015, and that has been a fantastic morale booster and revenue stream.

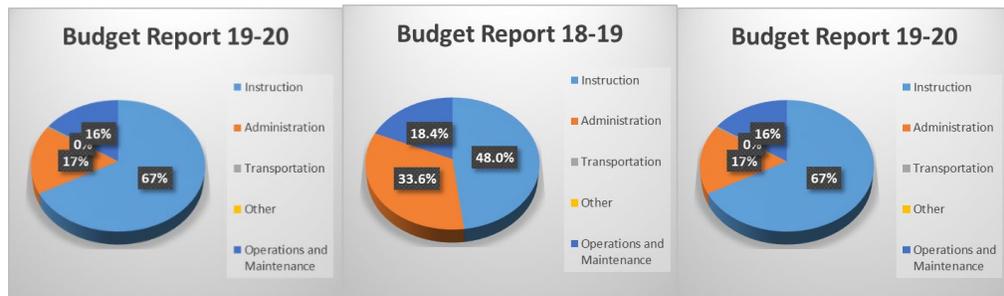
The second very significant challenge we are facing is the continuing construction of our new school building. We met our goal to have our gymnasium fully functional for the fall of 2015, and that has been a fantastic morale booster and revenue stream. The east wing, which houses additional classrooms and a library, and the chapel and shop area in the lower level, will be completed as students and dollars (or dollars and students) make that possible. For now, even with increases in our enrolment, we can thrive with the space we have, up to an enrolment of about 305. We are at approximately 80% capacity, so opening up the remaining eight classrooms and learning commons spaces is essential to growth and effective facility usage.

Revenue	Budget Report 19-20	Percentage	Budget Report 18-19	Percentage	Actuals 18-19	Percentage
Gov't Revenue	\$ 1,561,500.00	47%	\$ 1,353,250.00	45%	\$ 1,531,571.00	47%
School Funds	\$ 1,774,969.00	53%	\$ 1,667,810.00	55%	\$ 1,710,597.00	53%
Total	\$ 3,336,469.00		\$ 3,021,060.00		\$ 3,242,168.00	
Expenses						
Instruction	\$ 2,423,932.00	67%	\$ 1,572,778.00	48%	\$ 1,789,627.00	49%
Administration	\$ 613,066.00	17%	\$ 1,100,606.00	34%	\$ 1,129,987.00	31%
Transportation	\$ 11,730.00	0%				
Other		0%		0%	\$ 26,679.00	1%
Operations and Maintenance	\$ 565,035.00	16%	\$ 603,023.00	19%	\$ 705,556.00	19%
Total	\$ 3,613,763.00		\$ 3,253,405.00		\$ 3,651,849.00	

Revenue



Expenses



We are looking to further develop our international student base which will bring more students to our school and increase our revenues.

Budget Summary

Overall, the realized deficit of \$409,681 was \$154,335 higher than budgeted due to higher expenses than budgeted.

- Revenue was \$221,109 higher than budgeted due to increased enrollment.
- Expenses were \$375,444 higher than budget primarily as a result of higher salaries and consulting expense.

Growth Strategies

- Through increased focus on enrolment marketing, and population growth in Airdrie we have seen growth from 18/19 to 19/20 of 47 funded students. We see this trend continue as we offer our city a solid program as well as continued population growth.
- Our board has been working on developing our Strategic Operating plan, to stay on course and develop ACA for the future (building on education, finances and relational areas).
- Discussing new fundraising opportunities.
- We are looking to further develop our international student base which will bring more students to our school and increase our revenues. We currently have 4 international students this school year.

Sustainment Strategies

- Fundraising is on trend with prior years.
- We are watching our expenses very closely.
- Continual monitoring of administration staffing to ensure value for money.



Summary of Facility and Capital Plans

- Began classes in our new facility in January 2015.
- Commissioned our Gymnasium in September 2015.

Our parents continue to be pivotal to the success of our school.



- Added to our playground and several landscaping projects during summer 2018.
- Installed additional Video Surveillance cameras in 2018, providing additional security for our students and visitors.
- Facility improvements are ongoing due to deficiencies present when we took possession of the facility.
- Pursuing the completion of our building, including additional classrooms, learning commons areas and changing rooms for the gym.

Parental Involvement

Our parents continue to be pivotal to the success of our school. We are led by a board which is made up entirely of current or former parents, we have a parent council and we have so many parents who step up beyond expectations to fill needs throughout the year.

The parent council was part of providing input into this AERR document.

Parents also volunteer through our Policy committee, the playground planning team, classroom support helpers, events planning, field trip supervision, coaching and work bees.

Our school's strength is due to a committed partnership between parents and the school staff. This not only builds relationships of trust, but also increases productive student interactions and learning.

Timelines and Communication

The following documents are available through the ACA website, www.airdriechristian.com.

Select the Financials link at the bottom of the webpage, followed by selecting the Accountability Pillar folder.

- Audited Financial Statements
- 2018/2018 Budget
- Fall 2019 AERR and Three-Year Plan

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

There are no incidents to report for the 2018/2019 ACA school year. However, we will continue to adhere to our policy on this matter, instructing our staff in its function and making it available on our server and in our staff lounge.

For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca.