



Airdrie Christian Academy

Annual Education Results Report

For School Year

2020-2021

Posted Fall 2021

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Accountability Statement

The Annual Education Results Report for Airdrie Christian Academy Society for the 2020/2021 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. 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.

This Annual Education Results Report for 2020/2021 was approved by the Board on December 6, 2021.



Gerald Andres
ACA Board



Earl Driedger
ACA Principal

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Airdrie Christian Academy Soci			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	86.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	89.7	91.5	90.4	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	100.0	80.0	86.7	83.4	80.3	79.6	Very High	Improved	Excellent
	5-year High School Completion	83.6	100.0	97.3	86.2	85.3	84.8	Intermediate	Declined	Issue
	PAT: Acceptable	n/a	n/a	86.8	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	25.9	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	77.3	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	16.8	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.9	95.3	95.6	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	91.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	95.5	99.2	98.4	79.5	81.8	81.4	n/a	n/a	n/a

Domain #1 Student Growth & Achievement

Student Learning Measure

Provincial Achievement Test and Diploma Results - Note that PATs and Diplomas were not written in 2021 due to Covid.

Strategies for Improvement

- 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.
- 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.
- 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.
- 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, STEAM, robotics, etc.
- Ensure the implementation of appropriate modifications for particular students

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
N	14	11	15	11	13	44,823	44,982	44,978	45,354	46,245
English Language Arts 30-1	78.6	81.8	46.7	63.6	n/a	54.2	55.3	56.6	55.9	n/a
English Language Arts 30-2	14.3	18.2	26.7	9.1	n/a	28.8	29.0	27.9	29.0	n/a
Total of 1 or more English Diploma Exams	92.9	100.0	73.3	72.7	n/a	80.5	81.3	81.5	81.7	n/a
Social Studies 30-1	64.3	90.9	73.3	63.6	n/a	45.4	45.2	45.2	44.3	n/a
Social Studies 30-2	28.6	9.1	0.0	18.2	n/a	36.0	36.6	37.3	38.0	n/a
Total of 1 or more Social Diploma Exams	92.9	100.0	73.3	81.8	n/a	80.7	81.2	81.8	81.7	n/a
Mathematics 30-1	42.9	54.5	40.0	63.6	n/a	36.6	35.7	36.7	35.4	n/a
Mathematics 30-2	28.6	45.5	20.0	9.1	n/a	23.8	25.2	25.0	26.1	n/a
Total of 1 or more Math Diploma Exams	71.4	100.0	60.0	72.7	n/a	58.6	58.9	59.6	59.3	n/a
Biology 30	50.0	100.0	73.3	72.7	n/a	40.9	42.0	42.9	42.4	n/a
Chemistry 30	64.3	45.5	46.7	63.6	n/a	35.7	35.3	36.0	35.2	n/a
Physics 30	42.9	9.1	6.7	0.0	n/a	19.4	18.8	18.8	17.7	n/a
Total of 1 or more Science Diploma Exams	92.9	100.0	73.3	81.8	n/a	60.8	61.6	62.1	62.1	n/a

High School Completion Measure

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Province												
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	14	100.0	11	100.0	15	80.2	11	80.0	13	100.0	Very High	Improved	Excellent	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	21	95.6	14	95.6	11	100.0	15	84.8	11	94.2	Very High	Maintained	Excellent	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	18	83.0	21	95.6	14	96.4	11	100.0	15	83.6	Intermediate	Declined	Issue	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2

Comments on Results

We strive to ensure that all our students can successfully complete all required courses and credits within their three years in the high school program. The Rutherford Scholarship continues to be a strongly motivating program and our students really strive to be recipients each year.

One issue we have is when a homeschooling student registers in our school for just a couple courses, but doesn't actually graduate with us. That would make it look like they didn't complete their schooling. ALL of our regular students from the last years have graduated and received their AB diploma.

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.

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 database that I would recommend for all high schools.
- 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.

Citizenship Measure

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																				
	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	170	88.7	193	91.7	191	88.2	222	91.5	199	89.7	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	40	96.0	48	99.6	32	96.9	52	98.4	51	98.8	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	119	79.2	135	75.5	144	69.0	155	78.0	134	71.7	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	11	90.9	10	100.0	15	98.7	15	100.0	14	98.6	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Comments 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/parachurch organizations, and other service clubs and associations within our community.

The last two graduation classes, during Covid, have spoken openly about the losses of post-secondary options and of having less hope in finding a job. Certainly, this is a trend that's been developing in the last few years, as post-secondary fees rise and students are less willing to just take a program without absolutely knowing that's the path for them.

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 with various community groups for a minimum of 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.

- Our secondary VP and Guidance Counselor have begun the post-secondary conversation earlier, now starting in grade nine, and the GC has frequent one to one meetings with each student. This ramps up in grade 11 and especially in grade 12, with lots of assistance for scholarship applications and applications for various universities or colleges. One grad from last year actually had acceptance offers from three different universities, with scholarship options at each of them. We want our students to know the options available, know how to get there and to know their ability to join that program. Our increased guidance system is strengthening that, even in the face of student fears and market realities.

Student Learning Engagement Measure

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																					
	Authority										Province										
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	199	86.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	134	59.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Comments on Results

It is interesting, and a bit odd, that parents and teachers think that students are actively engaged in their learning, but only 60% of students believe that to be the case. It could be the result of several stretches of online learning due to Covid this last year, as teachers and parents were very engaged in helping students to learn, but it was very difficult for students to engage as they would have in their accustomed learning environment. We will be watching measured results from the next survey to see if there is a rebound for the students, especially since we haven't lost any in-school learning so far this year.

Strategies

- Teachers have and will continue to evaluate best practices for learning, whether in regular schooling or online.
- Many teachers have increased their technical skills through Covid, and have continued to exercise those skills in our regular programming.
- Implementation of regular student feedback, through various modes, has been effective in learning where students are retaining necessary learning or where they need more support and review.
- Increased availability of tutoring, student leadership events and extracurricular activities do so much to re-engage our students to life at school, and that certainly will help them to be more engaged and willing in their classroom learning as well.

Domain #2 Teaching & Leading

Education Quality Measure

Education Quality – Measure Details

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

	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	171	91.5	194	96.9	191	94.6	223	95.3	199	93.9	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	40	93.3	48	98.6	32	97.4	52	95.2	51	96.1	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	120	91.9	136	92.2	144	88.8	156	91.8	134	85.5	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	11	89.4	10	100.0	15	97.8	15	98.9	14	100.0	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Comment on Results

Our teachers believe they have been called to their roles here at ACA and are therefore very faithful and diligent in their planning, instruction, classroom leadership and communication with the parents of their students. Excellent teachers create environments for excellent learning. We do all we can to ensure our educational team is well trained and equipped, allowing also for continual improvement and collaboration to bring about this success. 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 diversity to our classrooms. This provides opportunities for our staff to discern these differences and to strategically design plans to best challenge and assist the students to greater success.

Strategies

- Continue multiple avenues for parent communication
- Addition of guidance counselor and chaplaincy program for all grades
- Updating curriculum and assessment/growth tools - IXL and Smart Start, Fountas and Pinnell
- Continual evaluation and strategy development

Educational Quality Supporting Data - representing success in delivering a broad range of learning experiences.

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																				
	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	120	74.4	137	81.2	132	82.0	176	85.0	161	81.4	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	40	84.8	48	93.3	32	87.8	52	88.1	51	89.3	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	69	68.4	79	65.2	85	67.6	109	72.6	96	66.3	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	11	70.1	10	85.0	15	90.7	15	94.1	14	88.7	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Comment on Results

We continue to increase the variety of core and optional courses offered here at ACA. Biology, Chemistry and Physics are offered, multi-level courses are available (30-1, 30-2, etc.) for Math, English and Social Studies and we've also added pottery, woodworking, computer technology, art, drama, fitness, photography, home economics and outdoor education to the optional course list.

Strategies

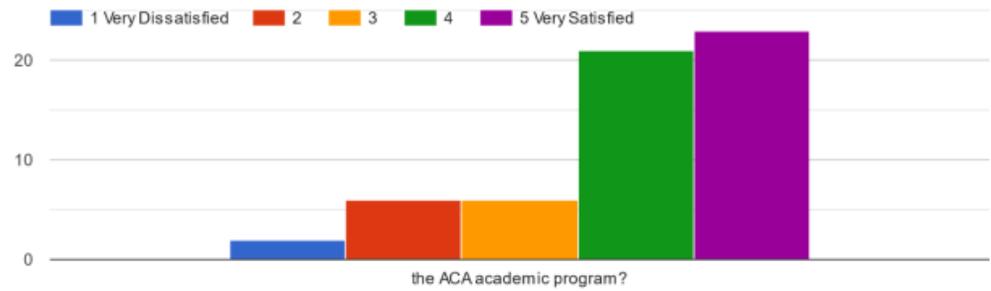
- We have greatly increased our use of direct instruction and decreased the use of ADLC courses.
- We are also pursuing the use of dual credit courses, thereby giving our students more options and a leg up as they begin their post-secondary studies.
- Student/teacher/parent communication is essential 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.)
- Improved music programming - choir, band, better class instruments - multiple sets of Orff, ukuleles, bells, guitars.
- Robotics w/ Coding
- Increased STEM programming
- Language classes - French, Spanish, Mandarin, Cantonese - we currently offer French and Spanish

Required Local Measures

The following graphs represent data gathered from a locally generated parent survey, completed in Spring of 2021.

How satisfied or dissatisfied are you with: **the ACA academic program?**

How satisfied or dissatisfied are you with:



How satisfied or dissatisfied are you with: **the Christian training your child(ren) receive?**

How satisfied or dissatisfied are you with:



How satisfied or dissatisfied are you with: the level of customer service provided to you as a parent?

How satisfied or dissatisfied are you with:



While the number of respondents was not high, the data and added comments were helpful for addressing issues in all aspects of our school structure. We always seek to improve in our academics, our delivery of foundational Christian teaching and in the relationship we have with our parents.

To ensure continued strength and growth in our educational delivery, we carefully follow the Teacher and Leadership Quality Standards set forth by Alberta Education, including the implementation of annual teacher growth plans, long range planning and regular observations and evaluations. We also follow all directives of our internally developed Teacher Growth, Supervision and Evaluation Policy, Policy # D-P06.

Domain #3 Learning Support

Welcoming, Caring, Respectful and Safe Learning Environment Measure

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

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

	Authority										Province										
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	199	92.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51	99.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	134	78.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	97.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Comments on Results

We have a very positive atmosphere here at ACA. Positive and uplifting behaviour is acknowledged and rewarded, while negative behaviour is approached 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 diversity to our classrooms. This provides opportunities for our 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 surveys. These have proven very effective in the past for identifying problem behaviours 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
- 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

Access to Support and Services Measure

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																				
	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	199	91.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51	97.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	134	80.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	97.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	170	88.8	193	92.7	191	89.9	222	93.8	199	91.9	n/a	n/a	n/a	180,737	84.9	253,515	84.2	285,362	84.7	264,165	84.9	230,686	82.7
Parent	40	90.8	48	100.0	32	93.8	52	98.7	51	97.4	n/a	n/a	n/a	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	78.7
Student	119	81.0	135	81.4	144	78.0	155	82.8	134	80.8	n/a	n/a	n/a	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	11	87.9	10	96.7	15	100.0	15	100.0	14	97.6	n/a	n/a	n/a	31,448	94.1	32,808	94.0	33,245	94.5	33,910	94.4	30,181	91.2

Comments on Results

Our educational team of administrators, teachers and educational assistants work well together to provide as much individualized assistance for each student as possible. Those with mild, moderate and severe disabilities all have IPPs which are crafted with input from this team, the parents and appropriate outside experts. Our Resource Coordinator is superb, seeking out materials and specialized personnel from Airdrie, Calgary and around the province. She is continually communicating with her team and parents to adjust for maximum effectiveness with these students. As a result, we see a great deal of inclusion and growth for these students, often with amazing results for growth and independence.

Welcoming Local Measures, Specifically For Our FNMI Learning and Understanding

As our FNMI population is very small, and we have no data to demonstrate our success in this measure. 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.

- 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.
- Intentional and effective participation in the National Day of Truth and Reconciliation
- Staff training in Spring, led by a local First Nations elder, helping us to gain better understanding and classroom teaching
- Intentional instruction and project presentations showing the similarities of Christian and First Nations values and teachings
- 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 on 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>

Domain #4 Governance

Parental Involvement Measure

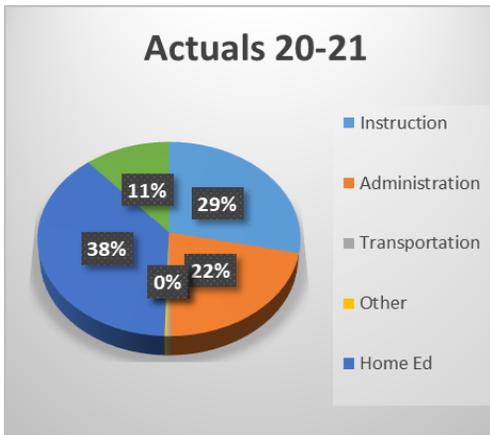
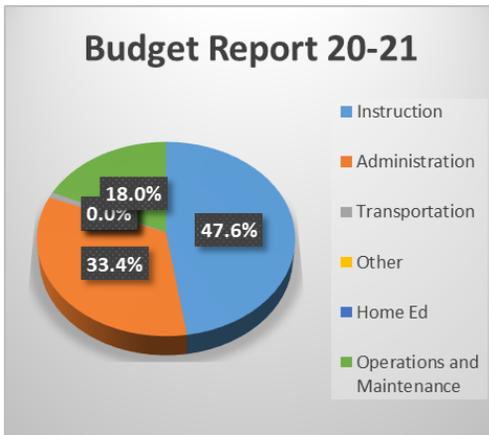
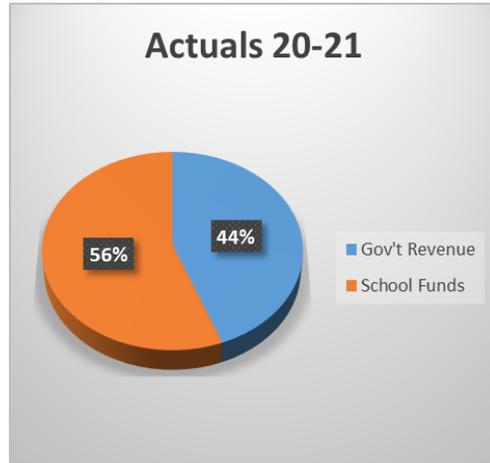
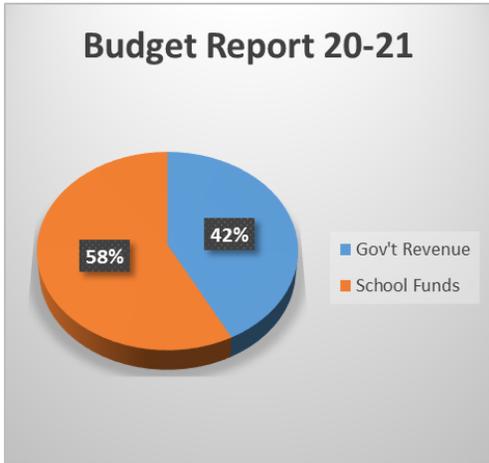
Parental Involvement – Measure Details

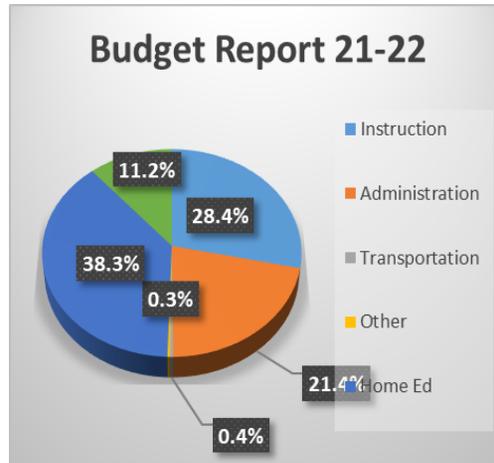
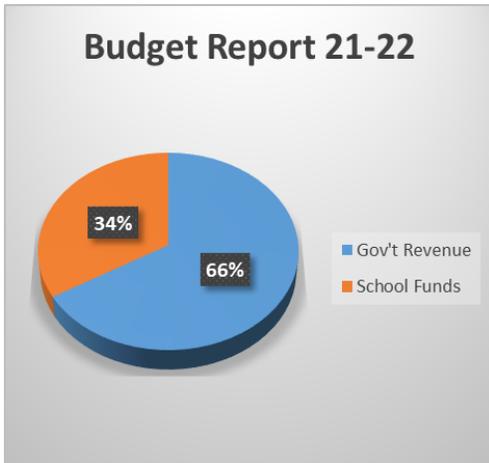
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																				
	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	50	94.2	58	97.9	47	98.1	67	99.2	65	95.5	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	39	97.4	48	97.9	32	97.5	52	98.4	51	92.5	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	11	90.9	10	97.9	15	98.7	15	100.0	14	98.6	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Comments on Results

Besides having multiple ways for parents to connect directly with their child's teachers, we have three main ways for parents to be involved in the direction of our school, especially regarding education. First, our ACA Board, responsible for the governance and policy development of ACA, is made up entirely of parents who have been elected by the ACA Society. This upper level guidance of our school ensures adherence to the mission, vision and policies set in place to keep us on course. Secondly, parents can join our ACA Parent Council and take part in fundraising, curriculum development and extracurricular program leadership. Thirdly, parents are required to be part of our Classroom Support Program, which engages parents in the daily support of teachers and children which enables them to witness and impact the success of our school. Parents also volunteer through our Policy committee, the playground planning team, 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.

Budget-Actual Comparison Measure





Summary of Financial Results Measure

Revenue	Budget Report 21-22	Percentage	Budget Report 20-21	Percentage	Actuals 20-21	Percentage
Gov't Revenue	\$ 4,937,578.00	66%	\$ 1,839,080.00	42%	\$ 1,974,336.00	44%
School Funds	\$ 2,489,741.00	34%	\$ 2,506,752.00	58%	\$ 2,500,172.00	56%
Total	\$ 7,427,319.00		\$ 4,345,832.00		\$ 4,474,508.00	
Expenses						
Instruction	\$ 2,160,262.00	28%	\$ 2,135,450.00	48%	\$ 1,993,869.00	49%
Administration	\$ 1,629,763.00	21%	\$ 1,501,075.00	33%	\$ 1,289,727.00	31%
Transportation	\$ 29,950.00	0%	\$ 43,710.00	1%	\$ 13,754.00	0%
Other	\$ 20,647.00	0%	\$ -	0%	\$ 690.00	0%
Home Ed	\$ 2,911,254.00	38%	\$ -		\$ -	
Operations and Maintenance	\$ 854,273.00	11%	\$ 808,512.00	18%	\$ 807,836.00	20%
Total	\$ 7,606,149.00		\$ 4,488,747.00		\$ 4,105,876.00	

Growth Strategies

- We saw student growth decrease in 20-21 due to the pandemic. We have gained students during the current school year as parents decided to have their kids return to class.
- Through increased focus on enrollment marketing, population growth in Airdrie and COVID pandemic recovery, we project that enrollment will grow over the next few years.
- We are connecting with families who have withdrawn because of the COVID pandemic, to encourage them to return

- With broader focus on our mission and vision, our goal is that others will be drawn to our purpose and in turn increase our enrollment.
- We continue to have a working agreement with Bearspaw Christian School to share resources, including mentorship to aid us in developing our school.
- Our board has been working on developing/implementing our Strategic Operating Plan, to stay on course and to develop ACA for the future (building on educational, financial and relational aspects).
- We are developing our international student base to bring more upper level students to our school, which will also increase our revenue.
- We are currently running a busing program from north Calgary to service families from a broader geographical area, and research is in place to potentially expand to rural areas. Currently this has expanded our enrollment by over 30 students.
- As part of our Business plan, we are launching new revenue streams, such as sports camps, high school upgrading, ESL courses, summer camps, preschool programs and evening rentals.
- We have partnered with a Home Ed Program for the 21-22 school year and now offer Home Ed through ACA. Future plans include expanding to online school to provide further options for families.

Sustainment Strategies

- With intentional focus on donor and parents relationships, we anticipate increased donations and fundraising participation.
- We are watching our expenses very closely, focusing on strengthening our financial position.
- We are continually monitoring our administrative staffing to ensure value for our investments.

Website and Links for Further Information

School Website - www.airdriechristian.com

Link to Financials, AERR and Three Year Plan - <https://www.airdriechristian.com/financials.html>

Physical Office - 77 Gateway Drive NE, Airdrie, AB 403-948-5100

Stakeholder Engagement Measure

Parents

Our goal at Airdrie Christian Academy is to be the school of choice in our community, known for partnering effectively with like-minded parents, for our excellent instructional delivery and for our engagement within our community. This all stems from our mission, vision and core values which are routinely communicated to all stakeholders, and reflected in all we do. Teachers strive for open communication with parents through email, calls, face to face meetings and report cards. We also implement Facebook, Instagram, our AGM, PowerSchool and Google Classroom.

School Board

The Board of Directors at Airdrie Christian Academy is a representation of parents within the school. There is also an allowance for grandparents, alumni parents and alumni students. The board members operate by their own Mission and Vision, which support the Mission and Vision of the school. Once these parents are at the board table, their personal interests are put aside to bring governance to the school. They establish policies and accountability measures and ensure sound financial oversight for the continued viability of our school.

Board Mission and Role

To ensure that resources are in place to provide our children with a Christian education delivered through Godly men and women.

The board exists to serve ACA's mission statement by providing governance to operations, planning, and preparing for the future, and by protecting and strengthening its resources.

Our board is always engaged in future planning and strategizing as well. We are currently very focused on enrollment growth, which will assist with strengthening our financial viability and our program offerings.

Students

Our school size allows our staff to have close relationships with our students, across all the grades. Our staff is very committed to building relational connections which aides with instruction, guidance and correction. While peer connection is important, strong and healthy lives are known to flow from students having a positive support contact with at least one adult in their school life. Our students often comment about the positive culture at ACA, where they experience care and openness with each other and with our staff.

Across our grades, within divisions, staff meet regularly to discuss and address the needs of individual students, striving to aid in their academic, social, emotional and spiritual growth. Goals and strategies are developed and implemented through engagement with the students and their parents.

Students are also engaged in leadership development opportunities through our student leadership group (SWORD), Project Positivity, chapel leadership and other community service projects.

Associations

Airdrie Christian Academy benefits greatly from our active memberships with other educational organizations.

Since our inception, we have been full members of the Association of Christian Schools International, and are most closely connected with Phillip Hills, the executive director of ACSI Western Canada. ACSIWC provides us with support through resources, seminars, conferences, professional development, board development, principal evaluations and full-school studies. We just entered into a pilot project with ACSI to be part of their Flourishing Schools Assessment, and look forward to the resulting recommendations that will stem from this.

We are also very thankful for our membership with the Association of Independent Schools and Colleges of Alberta - AISCA. We value their excellent support for our school and also their excellent working relationship with Alberta Education leadership. AISCA also provides for teacher and administration certification through their DSA program. They do so much to promote choices in education, which greatly enhances and strengthens the educational offerings in Alberta.

We are also thankful for the relationship we have with another nearby K-12 Christian school, Bearspaw Christian School. They are a flagship of excellence, and are further down the track than we are, so we have learned so much from their willingness to share their expertise.

Alberta Education

Naturally, our connection with Alberta Education as an accredited independent school is essential to our operation. We comply with all requirements mandated by AB Ed and participate in quality assurance surveys, provincial standardized testing and attend all information and training sessions. We also submit our Annual Education Results Reports and this Annual Education Plan. This Spring, Alberta Education also performed a full monitoring process for ACA, and we were so pleased with their commendations for our operation, our amazing school culture, our board and leadership structure and many other areas of success.

Our staff have also taken part in various curriculum working groups and literacy and numeracy pilot projects initiated by Alberta Education. We truly value the leadership of Alberta Education, the requirement for accountability and the many supports this team provides, and we also appreciate the flexibility we are permitted to operate according to our mission, vision and values.

Domain #5 Local and Societal Context

Contextual Information Measure

It is essential to understand a community's local context in order to effectively operate and plan within that community. To know the historic, geographic, economic, social context, and most importantly for our school community, our faith-based values context, will help us to create a school culture that best aligns with our desired stakeholders.

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).

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 areas for many years. We offer a safe and welcoming environment for children from Preschool through Grade 12, and provide them with a solid foundation for their futures, both academically and spiritually.

Because our school is founded on Christian values and God's Word, the Bible, we operate in a way that helps our students to develop a worldview that is given life by these sources. Parents, staff and students understand this common core of seeking guidance from Scripture for moral decision making, ethical choices, honourable treatment of others and a deep purpose found in the loving, Creator God.

For the 2020/2021 school year, there are 15 full-time teachers, 3 part-time teachers, 9 educational assistants and 252 students from kindergarten through grade 12. These students attend over 25 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.

We are called forward by our Mission and Vision statements, our Statement of Faith and our Core Values. We continually assess our programs and instructional materials to push for new initiatives for the purpose of achieving greater success in fulfilling these guiding statements. Having the end goal in mind, regardless of shifting contextual sands, will bring consistency to our purposeful outcomes.

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.

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 2020/2021 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.