



Airdrie Christian Academy

Whatever you do, do it all for the glory of God.
1 Corinthians 10:31

Education Plan

2021-2024

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Accountability Statement

The Education Plan for Airdrie Christian Academy Society, commencing 2021, was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for three years on June 29, 2021.



Gerald Andres
ACA Board Chair

Our Mission Statement

"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 Statement

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

Vision Driven Beliefs and Goals

1. 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.

2. 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.

3. 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.

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

Brief History of Airdrie Christian Academy

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 Preschool 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 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.

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.

Shared Responsibility

The education of Alberta's children is a responsibility shared by many stakeholders within our community and society as a whole. While we fully know that parents carry the primary responsibility and authority for the care and education of their children, ACA's leadership holds strongly to the concept of partnering with parents in the training and equipping of the children and teens entrusted to their care. We do so by extending the parents' role within the setting of a formal learning environment. Alberta Education fulfills its responsibility to provide equitable access to quality educational opportunities by mandating standards for quality education, curriculum standards and by legislating assurance measures consistent with established outcomes.

In order to effectively accomplish the goals of the collective of stakeholders, regular and measured strategies must be employed.

Airdrie Christian Academy continues in our commitment to communicate with each child's parents as the primary caregivers, with the students who are directly served by our educational delivery, with our local and broader community which will benefit from our trustworthy, respectful and engaged graduates and, of course, our government who supports and guides us to ensure a high level of education for the students of Alberta.

Student Growth and Achievement

The outcomes of our educational programming here in Alberta are focused around Student Growth and Achievement. At every grade level, appropriate instruction must be provided in accordance with the child's age, while seeking to develop that student in the domains of their knowledge, skills, moral character, supportive relationships, emotional resilience and live-long community engagement. There are so many influences in this process, some of which are more measurable than others. For those which are measurable, that data must be tracked, analyzed and used for continuous improvement within the system and school. Those areas that are less quantifiable also provide a great deal of valuable information that can be gleaned from formal and informal surveys, allowing staff and leadership to make changes for moves toward greater excellence.

Local and Societal Context

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.

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.

Our K-12 Albertan students are also influenced by many segments of our society and through the collaborative support of Alberta Education.

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.

Stakeholder Engagement

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.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.2	94.2	97.9	98.1	99.2	80.9	81.2	81.2	81.3	81.8
Teacher	91.8	90.9	97.9	98.7	100.0	88.4	88.5	88.9	89.0	89.6
Parent	92.6	97.4	97.9	97.5	98.4	73.5	73.9	73.4	73.6	73.9

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.

Strategies

Evaluate and maintain.

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.

Priorities and Strategic Outcomes

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Airdrie Christian Academy			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	94.3	93.0	91.4	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	85.0	82.0	79.2	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	95.3	94.6	94.4	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	80.0	80.1	91.8	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	87.5	88.2	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	28.1	29.7	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	77.1	76.4	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	14.6	16.0	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	80.0	65.6	79.6	56.4	56.3	55.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	90.0	100.0	100.0	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	70.8	62.5	51.8	60.1	59.0	58.5	Very High	Improved	Excellent
	Work Preparation	99.0	96.9	97.2	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	91.5	88.2	89.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	99.2	98.1	96.7	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.3	83.8	87.5	81.5	81.0	80.9	Very High	Maintained	Excellent

Student Growth and Achievement

Alberta Education provides us resulting data each year which is mined from various measures which have been deemed to indicate strong educational outcomes. The comparisons of local and provincial data are excellent for ACA to use for determining areas of strength and areas for improvement. Our data charts inserted below, including results from student, teacher and parent surveys, demonstrate significant evidence of our students being excellent citizens, and that they are developing and growing in character and as learners.

We continually analyze these results, looking for ways to improve in weak or declining areas, or to continue to support the implementation of successful initiatives. We adjust our strategies, shift our staffing for best fit and search for better resources to meet our goals.

Student Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.3	88.7	91.7	88.2	91.5	83.9	83.7	83.0	82.9	83.3
Teacher	98.0	90.9	100.0	98.7	100.0	94.5	94.0	93.4	93.2	93.6
Parent	89.1	96.0	99.6	96.9	98.4	82.9	82.7	81.7	81.9	82.4
Student	83.7	79.2	75.5	69.0	76.0	74.5	74.4	73.9	73.5	73.8

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.

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.

Program of Studies

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	70.0	74.4	81.2	82.0	85.0	81.9	81.9	81.8	82.2	82.4
Teacher	70.0	70.1	85.0	90.7	94.1	88.1	88.0	88.4	89.1	89.3
Parent	74.9	84.8	93.3	87.8	88.1	80.1	80.1	79.9	80.1	80.1
Student	65.1	68.4	65.2	67.6	72.6	77.5	77.7	77.2	77.4	77.8

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. Only when needed, we will offer courses through Vista Virtual.
- 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

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.5	91.5	96.9	94.6	95.3	90.1	90.1	90.0	90.2	90.3
Teacher	98.3	89.4	100.0	97.8	98.9	96.0	95.9	95.8	96.1	96.4
Parent	90.2	93.3	98.6	97.4	95.2	86.1	86.4	86.0	86.4	86.7
Student	92.0	91.9	92.2	88.8	91.8	88.0	88.1	88.2	88.1	87.8

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

High School Completion Rate

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	91.9	95.3	100.0	80.1	80.0	76.5	78.0	78.0	79.1	79.7
4 Year Completion	79.6	95.8	95.6	100.0	84.7	81.0	81.2	82.6	82.7	83.5
5 Year Completion	90.0	80.6	95.6	96.4	100.0	82.1	83.2	83.4	84.8	84.9

Comments on Results

These results are somewhat skewed by our low class sizes, as just one student can significantly change the results. However, 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. 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.

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.

Provincial Achievement Test Results - note that PATs were not written in May/June of 2020 due to Covid.

		Results (in percentages)									
		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	100.0	50.0	100.0	53.8	95.0	45.0	96.2	38.5	n/a	n/a
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a
Mathematics 6	Authority	83.3	27.8	100.0	30.8	89.5	5.3	84.6	11.5	n/a	n/a
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a
Science 6	Authority	100.0	50.0	100.0	61.5	94.7	31.6	88.5	34.6	n/a	n/a
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a
Social Studies 6	Authority	100.0	38.9	92.3	69.2	84.2	36.8	76.9	26.9	n/a	n/a
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a
English Language Arts 9	Authority	85.7	7.1	77.8	22.2	100.0	12.5	100.0	0.0	n/a	n/a
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a
Mathematics 9	Authority	85.7	28.6	77.8	11.1	60.0	13.3	78.6	50.0	n/a	n/a
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a
Science 9	Authority	92.9	7.1	77.8	0.0	87.5	18.8	92.9	35.7	n/a	n/a
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a
Social Studies 9	Authority	71.4	21.4	88.9	22.2	93.8	25.0	85.7	28.6	n/a	n/a
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a

Comments on Results

We've been very intentional in meeting the learning needs of our primary grades and our middle school students as they approach two very important transitional steps in their school careers. Strong collaboration among colleagues within a division ensures excellent curricular coverage and helps to quickly identify students who are struggling and need strategic intervention.

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.
- 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.

Diploma Exam Results - Note that no diploma exams were written in May/June of 2020 due to Covid.

		Airdrie Christian Academy						Alberta				
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	9	97.0	n/a	n/a	30,125	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	29.7	n/a	n/a	30,125	12.4
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,540	88.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,540	12.2
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	6	68.3	n/a	n/a	19,969	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	6	11.1	n/a	n/a	19,969	33.7
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	6	83.3	n/a	n/a	14,385	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	6	0.0	n/a	n/a	14,385	16.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	75.3	n/a	n/a	21,884	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	11.5	n/a	n/a	21,884	16.5
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,401	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,401	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	22	81.8	n/a	n/a	22,820	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	22	13.6	n/a	n/a	22,820	34.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	17	59.6	n/a	n/a	18,682	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	17	13.2	n/a	n/a	18,682	39.8

Comment on Results

These scores tend to fluctuate year to year due to smaller class sizes. However, teachers continue to improve their instructional delivery, their resources and their rubric-based assessments to bring about improvement for every student. Students who have challenges are provided with opportunities for tutoring and communication with our parents is regular and effective for improvement.

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

Rutherford Scholarship Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	90.9	100.0	100.0	100.0	90.0	60.8	62.3	63.4	64.8	66.6

Comment on Results

The Rutherford Scholarship continues to be a strongly motivating program and our students really strive to be recipients each year.

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.

Work Preparation Measure

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.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	83.3	94.6	100.0	96.9	99.0	82.6	82.7	82.4	83.0	84.1
Teacher	80.0	100.0	100.0	100.0	100.0	90.5	90.4	90.3	90.8	92.2
Parent	86.7	89.2	100.0	93.8	97.9	74.8	75.1	74.6	75.2	76.0

Comment on Results

Our goal for our students is to have them transition from high school and in everything they do to be exemplary in their integrity, their work ethic and their pursuit of acquiring new skills. We expect students to do their best, meet deadlines and keep their word. Practicing these elemental skills is what will prepare them to be positive contributors in their communities.

Strategies

Even in the midst of Covid restrictions, we upped our game in terms of engaging students in the practice of serving others, learning to write and deliver words of encouragement and sacrificing time and money for those who are less fortunate. The students grew in unity as they sought to bring blessing to others. That is definitely a mindset and heart position that we want them to nurture and exercise throughout their lives.

Growing in Understanding and Respect for our FNMI Community Members

Comments

As our FNMI population is very small, both in our community and in our school. 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.
- Emphasize cultural diversity through delivery of the Social Studies curriculum. This will focus on infusing First Nations perspectives within the curriculum.
- Continue with student-led Cultural Celebration Days.
- 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.

Teaching and Leading

Professional Growth and Inservice Measure - data chart was unfound

We know that the quality of our teaching and support staff has the most significant impact on the growth and achievement of our students. Our collaboration within our school and with outside associations has led to an atmosphere of sharing and support which boosts our professional practices. This involves resources, experience and insights about particular students. Teachers maintain a high level of professionalism by upholding our moral conduct policy, our mission and vision and our growth, supervision and evaluation policies. We provide professional development sessions and teachers

also seek out particular learning on their own. Together with administrators, all teachers create, review and evergreen their own personal growth plans each year.

It is difficult to present professional development training that is applicable and effective for all teachers in a K-12 school environment, so it is important for teachers to continually pursue their own growth through continual learning. As “iron sharpens iron”, our group of teachers spur each other on to excellence through our sharing times called Wows and Wins.

Making use of excellent resources provided by ACSI, AISCA and AB Ed, plus a multitude of other online resources, there is an endless supply of excellent material. As any teacher knows, time is the only restriction.

School Improvement Measure

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	78.0	90.1	88.6	83.8	86.3	81.2	81.4	80.3	81.0	81.5
Teacher	80.0	90.9	90.0	93.3	86.7	82.3	82.2	81.5	83.4	85.0
Parent	69.6	94.7	95.8	87.5	96.1	79.7	80.8	79.3	80.3	80.0
Student	84.3	84.8	79.8	70.5	76.1	81.5	81.1	80.2	79.4	79.6

Comments on Results

We have made some staffing changes in the last year, placing teachers into roles that are a better fit for their training and skills. This has brought about immediate improvements across the grades. We have also made changes to our student supports, our numeracy and literacy programs and our upper grades -1 and -2 instruction. While these changes take time to build momentum, we have already seen growth. Our parents have seen and appreciate the efforts to continually improve our school.

Strategies

- 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

Governance

The Board of Directors at Airdrie Christian Academy Society 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.

The ACA 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.

The ACA Board actively recruits new members, within the parameters of the bylaws, including a strong demonstration of commitment to Christian Education and an inclination towards strategic leadership.

The ACA Board pursues professional development opportunities to equip them for greater effectiveness.

The ACA Board policy manual is in an evergreening review process, and the board also revises policies as needed.

The ACA Board and Society mandates and approves the use of an accredited auditor to review financial statements annually and to prepare the necessary accountability reports for Alberta Education.

The ACA Board approved the appointment of the ACA Covid School Re-entry Guiding Documents.

The ACA Board seeks professional consultation related to policy, legal matters and strategic initiatives.

We have a fantastically skilled and passionate board who have been called to serve and lead our school.

Budget

Budget Highlights and Assumptions, aligned with our Budget Report

Budget built with the assumption that classes will operate as usual in 2021/22, as before COVID-19.

As our elementary and secondary grades continue to grow, and as we have learned and implemented many new strategies through the impacts of COVID-19, our teaching team is eager to continue with enrichments in a number of program and curricular changes. We are implementing more leading edge tools and technology to increase our effectiveness in literacy and numeracy programs, reading intervention, reading comprehension, technology training and assisting students to successfully transition into their post-secondary pursuits.

We are relaunching our Preschool and Out of School Care programs this fall. This will generate significant revenue for the upcoming fiscal year.

We are relaunching our Cafe this fall as well.

We are continuing our busing program from North Calgary which helps expand our enrollment base.

We have increased focus on enrollment marketing to grow our enrollment base and regain student loss due to the effects of COVID-19 pandemic.

We have been working to further develop our international student base which would bring more students to our school and increase our revenues. We are hoping to continue this as the post-Covid world allows.

Our board continues to work on developing our Strategic Operating plan, to stay on course and develop ACA for the future (building on education, finances and relational areas).

The difficulty we face is that our current enrollment numbers are not yet to the point where we can take all these steps at once. Our staff team and supply budget are both very limited, so we are very careful in our choices for advancement, and for staffing increases. The only staff increase we are allowing for this year is a 1.4FTE teaching allotment and a 1.0 FTE EA position. The increase in our secondary which will allow us to offer -2 streams for English Language Arts. This will better serve the diverse needs of the students within our sr high classes. It will also position us for greater growth in that division in years ahead.

We were very pleased to have a successful fundraiser within our elementary grades which brought in enough funds to make some desired improvements to our playground and outside property. These improvements would not have happened without the involvement of our elementary students, their teachers and their families.

As an independent school, strong enrollment is foundational to our success. Fears and frustrations surrounding COVID-19 still exist, but we are hopeful that we will continue with regular and consistent in-school programming, and that many of the families that chose to leave our school last year will return. We are seeing this already, along with seeing quite a number of new families applying for enrollment at ACA. We have recently shifted our classroom allocations to best use the spaces we have and to position us for growth in the coming months and years.

We are also gladly anticipating the return of many of our evening and weekend renters, as they are allowed to return to their normal activities as restrictions are lifted. Significant revenues have been lost in the last year due to lost rental contracts, so having them back strengthens our financial outlook a great deal as well.

If we do not reach our 334 projected enrollment for 2021/22 then we will see an adjustment as per the WMA in our 2022/23 school year funding.

Covid has significantly affected our income for the 2020/21 school year, including fundraising, school generated funds and tuition.

There is a risk of this income decrease continuing into the 2021/22 school year but we are hopeful as COVID-19 restrictions are lifted that we will see a significant revenue increase as well.

Overall, we are optimistic and future oriented, continuing to strategize and implement plans for growth and success. We are continually striving to meet the needs of our students through strong academic instruction, diverse offerings in the arts and competitive athletics opportunities, all while weaving in our Bible-based beliefs and character development. We want our students to grow strong through spiritual development and excellent education, all while also being engaged and positive contributors within their communities.

	334 students
	Op 2021-22 Budget
Revenue	
AB Grants	1,841,878.00
Instructional Fees	1,651,305.00
Non-Instructional Fees	276,748.00
Other	561,688.00
Total Revenue	4,331,619.00
Expenses	
Salaries & Benefits	2,489,724.00
Instructional Expenses	242,043.00
Admin & Operations	1,863,128.00
Total Expenses	4,594,895.00
Surplus (Deficit) of Revenues over Expenses	-263,276.00
*includes amortization	

Website Link for ACA Financial Postings
<https://www.airdriechristian.com/financials.html>