



**Airdrie Christian
Academy**



Annual Education Results Report

For School Year

2022-2023

“I don’t believe I would be able to articulate the influence that ACA has had on my family! The influence has been so extremely remarkable that I am reminded daily of the AMAZING BLESSINGS OF ACA!”

A Thankful ACA Parent

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Accountability Statement for the Annual Education Results Report

Accountability Statement for the Annual Education Results Report The Annual Education Results Report for the Airdrie Christian Academy Society for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022/2023 was approved by the Board in December 2023.



Gerald Andres
ACA Board Chair



Earl Driedger
ACA Head of School

Fall 2023 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	90.0	85.9	85.9	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	89.9	89.8	90.7	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	69.2	100.0	93.3	80.7	83.2	82.3	Low	Declined	Issue
	5-year High School Completion	100.0	94.0	92.5	88.6	87.1	88.2	Very High	Improved	Excellent
	PAT: Acceptable	69.0	80.0	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	20.9	29.2	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	90.6	85.7	n/a	80.3	75.2	n/a	Very High	n/a	n/a
	Diploma: Excellence	30.6	7.1	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	Education Quality	93.6	92.7	94.0	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE)	89.5	90.2	90.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	91.2	92.0	92.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	99.1	94.3	96.8	79.1	78.8	80.3	Very High	Maintained	Excellent

Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

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
Diploma Exam Participation Rate (4+ Exams)	0.0	n/a	80.0	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.0	0.0	0.4	2.5	2.3	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	85.4	77.6	84.2	82.2	83.7	84.3	Intermediate	Maintained	Acceptable
Lifelong Learning	97.0	94.7	95.1	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	81.3	81.7	83.4	82.9	82.9	82.6	High	Maintained	Good
Program of Studies - At Risk Students	90.5	91.3	92.6	81.2	81.9	83.4	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	75.0	100.0	96.7	71.9	70.2	68.3	Very High	Declined	Good
Safe and Caring	91.4	91.8	93.0	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	76.9	73.8	72.7	72.9	72.6	73.9	Intermediate	Improved	Good
School Improvement	83.7	76.4	81.3	75.2	74.2	77.9	Very High	Maintained	Excellent
Transition Rate (6 yr)	61.1	37.0	56.2	59.7	60.3	60.2	Intermediate	Maintained	Acceptable
Work Preparation	100.0	95.9	97.5	83.1	84.9	84.5	Very High	Improved	Excellent

Domain #1 Student Growth & Achievement

Provincial Achievement Testing Results - Acceptable/Excellence

PAT Results By Number Enrolled Measure History													
	Airdrie Christian Academy Soci					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	40	n/a	n/a	51	54	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	85.4	n/a	n/a	80.0	69.0	Intermediate	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	28.0	n/a	n/a	29.2	20.9	High	n/a	n/a	20.8	n/a	n/a	17.7	16.0

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	96.2	38.5	n/a	n/a	n/a	n/a	78.6	21.4	81.8	40.9		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
Mathematics 6	Authority	84.6	11.5	n/a	n/a	n/a	n/a	75.0	21.4	64.3	17.9		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	Authority	88.5	34.6	n/a	n/a	n/a	n/a	78.6	35.7	73.3	33.3		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	Authority	76.9	26.9	n/a	n/a	n/a	n/a	78.6	39.3	69.0	31.0		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
English Language Arts 9	Authority	100.0	0.0	n/a	n/a	n/a	n/a	87.0	17.4	68.0	0.0		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
Mathematics 9	Authority	78.6	50.0	n/a	n/a	n/a	n/a	65.2	30.4	68.0	16.0		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
Science 9	Authority	92.9	35.7	n/a	n/a	n/a	n/a	82.6	30.4	76.0	32.0		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
Social Studies 9	Authority	85.7	28.6	n/a	n/a	n/a	n/a	87.0	26.1	64.0	24.0		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		

Diploma Exam Results - Acceptable/Excellence

Diploma Exam Results By Students Writing Measure History													
	Airdrie Christian Academy Soci					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	24	n/a	n/a	8	23	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Acceptable Standard %	77.1	n/a	n/a	85.7	90.6	Very High	n/a	n/a	83.6	n/a	n/a	75.2	80.3
Standard of Excellence %	14.6	n/a	n/a	7.1	30.6	Very High	n/a	n/a	24.0	n/a	n/a	18.2	21.2

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	100.0	33.3	n/a	n/a	n/a	n/a	n/a	n/a	100.0	50.0		
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	83.3	50.0		
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
Mathematics 30-1	Authority	71.4	0.0	n/a	n/a	n/a	n/a	n/a	n/a	75.0	12.5		
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.0	25.0		
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	Authority	100.0	12.5	n/a	n/a	n/a	n/a	*	*	100.0	40.0		
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	Authority	*	*	n/a	n/a	n/a	n/a	*	*	100.0	22.2		
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	66.7	0.0	94.1	29.4		
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	Authority	55.0	5.0	n/a	n/a	n/a	n/a	n/a	n/a	83.3	16.7		
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		

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.
- Use of 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 engagement with grade 10-12 curriculum outcomes.
- 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, science fair competition, STEAM, coding, robotics, etc.
- Ensure the implementation of appropriate modifications for particular students

High School Completion

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority													Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	15	80.2	11	80.0	13	100.0	18	100.0	13	89.2	Low	Declined	Issue	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	11	100.0	15	84.8	11	94.2	13	100.0	18	100.0	Very High	Improved	Excellent	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,680	86.5
5 Year Completion	14	98.4	11	100.0	15	83.8	11	94.0	13	100.0	Very High	Improved	Excellent	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	46	0.0	47	0.0	53	1.2	64	0.0	64	0.0	Very High	Maintained	Excellent	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Returning Rate	4	*	n/a	n/a	1	*	1	*	n/a	n/a	n/a	n/a	n/a	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																							
	Authority													Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Rate	11	31.3	15	8.1	11	32.3	13	0.0	18	65.6	Very High	Improved Significantly	Excellent	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,680	40.2
6 Year Rate	21	62.5	14	70.8	11	60.7	15	37.0	11	61.1	Intermediate	Maintained	Acceptable	43,728	59.1	44,832	60.3	44,983	60.0	44,986	60.3	45,342	59.7

Comments on Results

Historically, these results have been 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 also have used 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

- Program for students in grade 9-12 to help them plan their high school careers in accordance with their aspirations for the future.
- 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

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	191	88.2	222	91.5	199	89.7	220	89.8	226	89.9	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	32	96.9	52	98.4	51	98.8	37	97.3	23	98.2	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,889	79.4
Student	144	89.0	155	76.0	134	71.7	166	74.6	186	75.1	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	15	98.7	15	100.0	14	98.6	17	97.6	17	96.5	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

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. We also create and arrange regular service days to support various organizations in our community and region. We want our students and graduates to be contributing members in their community and society, and to be relevant to the needs of 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 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.

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	199	86.5	220	85.9	226	90.0	n/a	Improved	n/a	n/a	n/a	n/a	n/a	230,966	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	51	100.0	37	98.2	23	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	134	59.5	166	61.7	186	70.1	n/a	Improved	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	14	100.0	17	98.0	17	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority													Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	47	94.4	64	95.6	64	97.1	54	94.7	40	97.0	Very High	Maintained	Excellent	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	32	88.9	49	94.5	50	97.8	37	95.5	23	100.0	Very High	Improved	Excellent	33,876	84.0	35,454	84.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	15	100.0	15	96.7	14	96.4	17	93.9	17	93.9	Very High	Maintained	Excellent	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

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 70% of students believe that to be the case. It could be the result of several stretches of online learning due to Covid in recent years, as teachers and parents were very engaged in helping students to learn, but it was very difficult for students to re-engage with their studies after this learning disruption.

Strategies

- Teachers have and will continue to evaluate best practices for learning, including pursuing more STEM-based learning opportunities.
- 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.

Early Years Literacy & Numeracy Assessments

Alberta Education Approved Screening Assessments used at each grade level:

Literacy:

LeNS (The Letter Name-Sound Test) - Gr. 1, 2 (letters, sounds)

CC3 (The Castles and Coltheart Test) - Gr. 1, 2, 3, 4 (word reading: regular, irregular and non-words)

Numeracy:

EMA@School Numeracy Test (Government-provided numeracy assessment) Gr.K, 1, 2, 3

	Total number of students assessed at beginning of school year (Grade 1 in January)	Total number of students identified as being at-risk in literacy or numeracy on these initial assessment(s)	Total number of at-risk students in literacy who received ONLY literacy intervention programming	Total number of at-risk students in numeracy who received ONLY numeracy intervention programming	Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy intervention programming (i.e., the same student received both literacy AND numeracy programming)
Grade 1	20	4	3	1	0
Grade 2	20	5	3	2	0
Grade 3	26	6	6	0	0
Grade 4	9	3	3	0	0

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

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

	Name of Alberta Education-provided or approved literacy screening assessment(s) used	Total number of students identified as being at risk in literacy on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as being at risk in literacy on final assessment(s) (end of year)	Average number of months behind grade level at-risk students were at in literacy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in literacy at time of final assessment(s)
Grade 1	CC3, LeNS	3	4	11.5	0
Grade 2	CC3, LeNS	3	4	6.5	0.5
Grade 3	CC3	6	5	12.5	3.5
Grade 4	CC3	3	3	8	0

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

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

	Name of Alberta Education-provided or approved numeracy screening assessment(s)	Total number of students identified as being at risk in numeracy based on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as being at risk in numeracy based on final assessment(s) (end of year)	Average number of months behind grade level at-risk students were at in numeracy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in numeracy at time of final assessment(s)
Grade 1	Provincial Numer	1	2	6	0
Grade 2	Provincial Numer	2	2	9	0
Grade 3	Provincial Numer	0	1	14	0
Grade 4	N/A				

Summary of support strategies used for students identified as being at risk at each grade level:

- 1:1 and/or small group at least 3 times per week (20-45 minutes per session).
- Each grade will have their own plan for the most effective times with the least disruption to their classroom learning.
- Lead teacher directs the Education Assistants. Diagnostic Reading Program (DRP), Anne Gardner Guided Reading Comprehension passages, Words Their Way Program. Alberta Education suggested Intervention activities (ie. puzzles, games etc)., Lively Letters App and resources.
- Teacher-driven remedial support based on classroom performance. To assist students with building specific missing skills to fill gaps in learning with the purpose of driving more independent participation.
- Pushing into the class, supporting students 1:1 with classwork to determine areas to work on in small groups.
- Communication between team members. Setting aside small group time when it wouldn't interfere with participating in classroom learning.
- Push-in is most effective for student support in math, to prevent additional gaps. Ongoing missed classroom time affects students with building their current skills, particularly when receiving support in both literacy and numeracy.

Note: re: Average number of months gained

- Students benefited from the additional support to 'keep up' and prevent increased learning gaps.
- Students identified at-risk, who aren't making progress, may have underlying conditions. The process has assisted in identifying those students with a potential underlying condition affecting their progress.
- The Level of growth measured in: reading level (Fountas & Pinnell), year over year increase in percentile ranking on CAT test results, classroom test performance, CC3 and Numeracy assessment results Sept and June (Gr.1 initial assessment was January 2023).
- Teacher observation: demonstrated increase in confidence, initiative and participation in the classroom. Willingness to read aloud. Independent work in math.

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										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	191	94.6	223	95.3	199	93.9	219	92.7	226	93.6	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	32	97.4	52	95.2	51	96.1	37	94.5	23	94.9	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	144	88.8	156	91.8	134	85.5	165	85.4	186	86.9	High	Maintained	Good	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	15	97.8	15	98.9	14	100.0	17	98.0	17	99.0	Very High	Maintained	Excellent	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

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 counsellor and chaplaincy program for all grades
- Updating curriculum and assessment/growth tools - IXL and Smart Start, Fountas and Pinnell
- Continual evaluation and strategy development

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									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	132	82.0	176	85.0	181	81.4	155	81.7	166	81.3	High	Maintained	Good	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	32	87.8	52	88.1	51	89.3	37	91.0	23	93.6	Very High	Maintained	Excellent	35,252	80.1	36,901	80.1	30,817	81.7	31,825	82.4	31,780	82.2
Student	85	67.6	109	72.6	96	68.3	101	67.6	126	63.7	Low	Declined	Issue	113,304	77.4	113,541	77.8	96,676	74.9	109,776	78.9	115,487	77.4
Teacher	15	90.7	15	94.1	14	88.7	17	86.7	17	86.7	High	Maintained	Good	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

School Improvement – Measure Details

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										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	190	83.8	221	86.3	194	87.4	216	76.4	222	83.7	Very High	Maintained	Excellent	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	32	87.5	51	96.1	47	97.9	35	77.1	22	95.5	Very High	Improved	Excellent	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	143	70.5	155	76.1	133	71.4	164	69.6	184	74.5	Intermediate	Maintained	Acceptable	198,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	15	93.3	15	88.7	14	92.9	17	82.4	16	81.3	High	Maintained	Good	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

Work Preparation – Measure Details

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									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	47	96.9	63	99.0	64	100.0	53	95.9	40	100.0	Very High	Improved	Excellent	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	32	93.8	48	97.9	50	100.0	37	91.9	23	100.0	Very High	Improved	Excellent	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	15	100.0	15	100.0	14	100.0	16	100.0	17	100.0	Very High	Maintained	Excellent	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

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

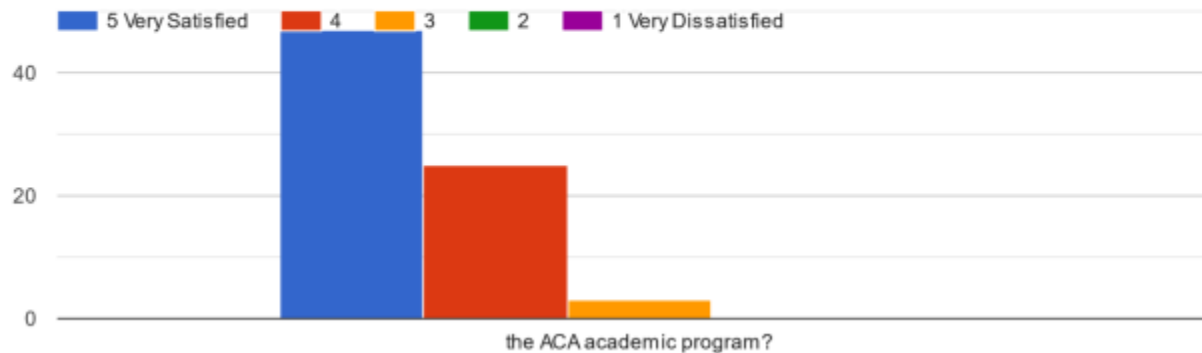
- We have greatly increased our use of direct instruction.

- 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, worship band, better class instruments - multiple sets of Orff, ukuleles, bells, guitars.
- Robotics w/ Coding
- Increased STEM programming
- Language classes - we currently offer French and Spanish

Local Survey Measures, as a Christian school

The following graphs represent data gathered from a locally generated parent survey, completed in Spring of 2023.

How satisfied or dissatisfied are you with:



How satisfied or dissatisfied are you with:



The data and added comments from our internal survey process 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.

Professional Learning, Supervision and Evaluation

In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	15	77.8	15	90.9	13	92.1	17	77.6	16	85.4	Intermediate	Maintained	Acceptable	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	15	77.8	15	90.9	13	92.1	17	77.6	16	85.4	Intermediate	Maintained	Acceptable	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

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 by administrators. We also follow all directives of our internally developed Teacher Growth, Supervision and Evaluation Policy, Policy # D-P06.

Domain #3 Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environment Measure

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

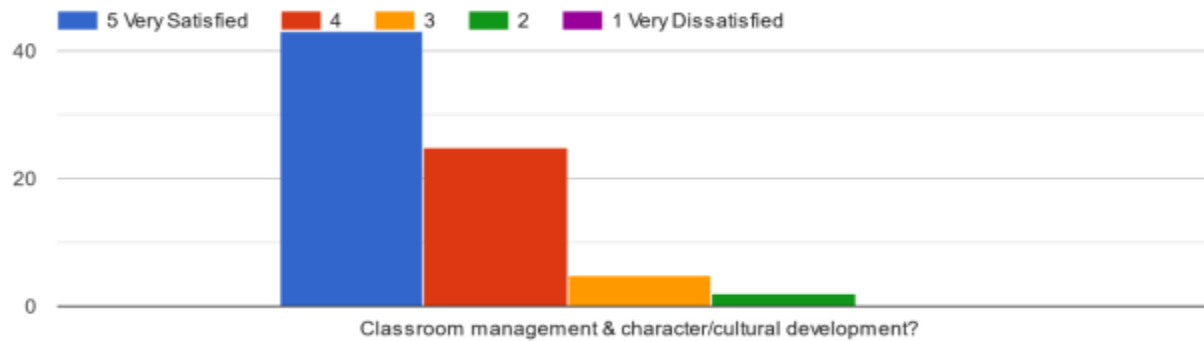
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																							
	Authority													Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	199	92.0	220	90.2	226	89.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	51	99.8	37	98.3	23	96.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	134	78.3	166	78.3	186	77.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	14	97.9	17	94.1	17	94.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Safe and Caring – Measure Details

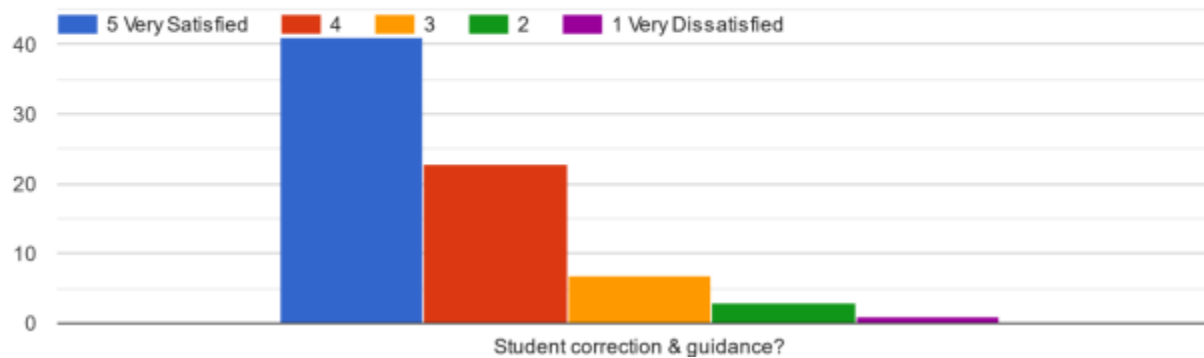
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																							
	Authority													Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	191	93.0	222	94.3	199	94.3	220	91.8	226	91.4	Very High	Maintained	Excellent	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	32	99.4	52	99.2	51	100.0	37	98.9	23	97.4	Very High	Maintained	Excellent	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	144	83.6	155	86.4	134	85.7	166	83.5	186	82.7	Very High	Maintained	Excellent	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	15	96.0	15	97.3	14	97.1	17	92.9	17	94.0	Intermediate	Maintained	Acceptable	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Local Survey Measures

Are you satisfied or dissatisfied with how the school approaches:



Are you satisfied or dissatisfied with how the school approaches:



Comments on Results

We have a very positive and family-oriented culture here at ACA. Uplifting behaviour is acknowledged and praised, 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 school culture 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. We have also added questions to allow input regarding what inspires and motivates students in our school, or what discourages and demotivates students in our school. These new questions have proven helpful for making changes to strengthen their school experience.
- 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 counsellor and chaplaincy program for all grades
- 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									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	199	91.9	220	92.0	226	91.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	51	97.6	37	97.3	23	96.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	134	80.8	166	82.3	186	81.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	14	97.1	17	96.5	17	95.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority													Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	191	89.9	222	93.8	199	91.9	220	91.3	226	90.5	Very High	Maintained	Excellent	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	32	93.8	52	98.7	51	97.4	37	95.5	23	95.6	Very High	Maintained	Excellent	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	144	76.0	155	82.8	134	80.8	166	82.3	186	81.9	Intermediate	Maintained	Acceptable	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	15	100.0	15	100.0	14	97.6	17	96.1	17	94.0	Intermediate	Maintained	Acceptable	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

Comments on Results

Our educational team of administrators, teachers, resource coordinator 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.

First Nations, Metis and Inuit Student Success

As our FNMI population is very small, actually just a handful of non-identifying Metis families, 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

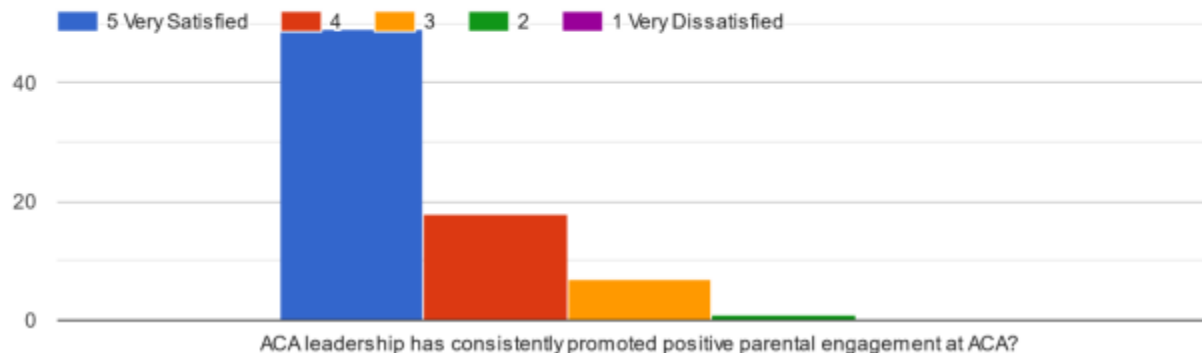
Parental Involvement Measure

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	47	98.1	67	99.2	65	95.5	54	94.3	40	99.1	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	32	97.5	52	98.4	51	92.5	37	92.2	23	98.2	Very High	Maintained	Excellent	34,944	73.6	36,566	73.9	30,886	72.2	31,598	72.3	31,720	72.6
Teacher	15	98.7	15	100.0	14	98.6	17	96.3	17	100.0	Very High	Maintained	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Local Survey Response

How satisfied are you that the



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

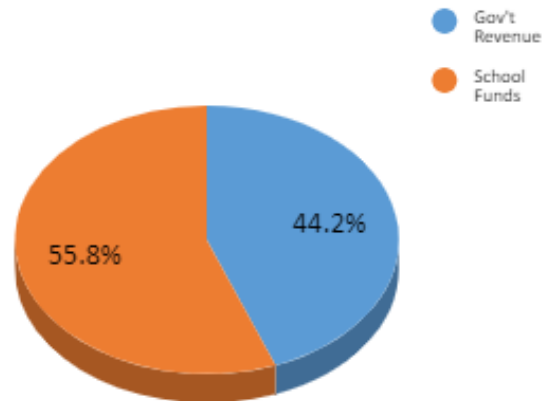
made up entirely of parents who have been elected by the ACA Society. This upper level guidance of our school ensures adherence to the mission, vision and policies set in place to keep us on course. Secondly, parents can join our ACA Parent Advisory Council and take part in fundraising, curriculum development and extracurricular program leadership. Thirdly, parents are required to be part of our School 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 Fund Development 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.

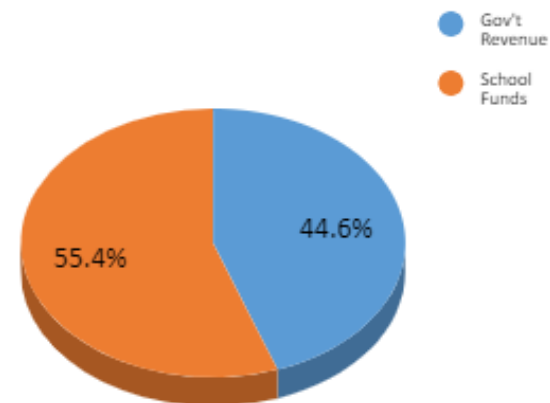
Budget-Actual Comparison Measure

Looking Back

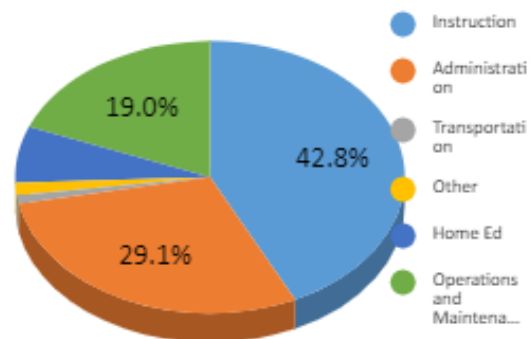
Budget Report 22-23 - Revenue



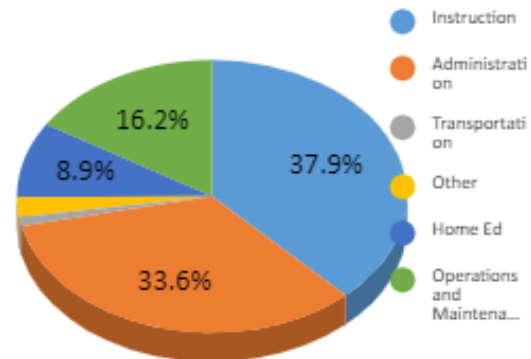
Actuals 22-23 - Revenue



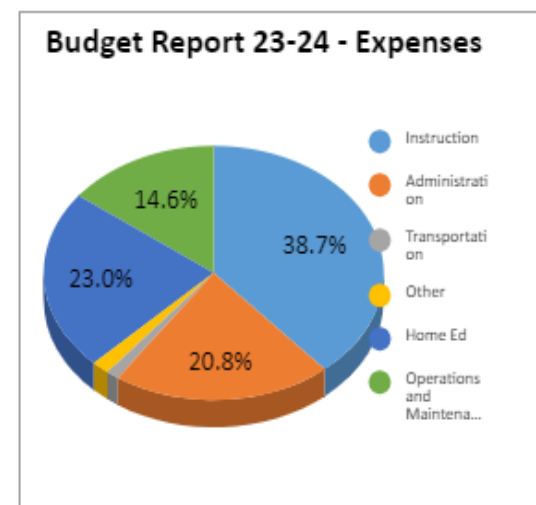
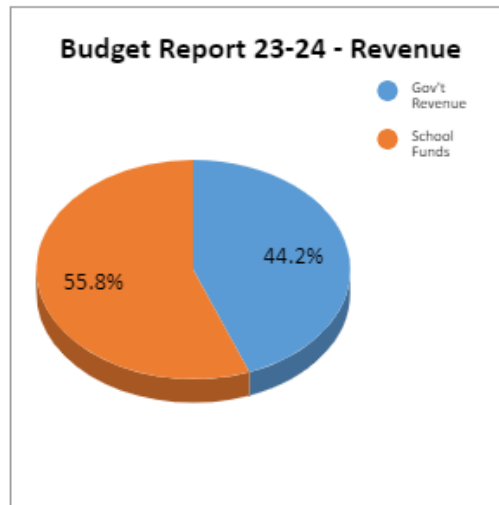
Budget Report 22-23 - Expenses



Actuals 22-23- Expenses



Looking Ahead



Summary of Financial Results Measure

Revenue	Budget Report 23-24	Percentage	Budget Report 22-23	Percentage	Actuals 22-23	Percentage
Gov't Revenue	\$ 2,127,260.00	44%	\$ 2,127,260.00	44%	\$ 2,317,422.00	45%
School Funds	\$ 2,687,625.00	56%	\$ 2,687,625.00	56%	\$ 2,884,167.00	55%
Total	\$ 4,814,885.00		\$ 4,814,885.00		\$ 5,201,589.00	
Expenses						
Instruction	\$ 2,653,841.00	39%	\$ 2,166,603.00	43%	\$ 2,032,331.00	38%
Administration	\$ 1,429,937.00	21%	\$ 1,471,217.00	29%	\$ 1,798,243.00	34%
Transportation	\$ 83,766.00	1%	\$ 50,415.00	1%	\$ 57,443.00	1%
Other	\$ 115,937.00	2%	\$ 74,549.00	1%	\$ 125,154.00	2%
Home Ed	\$ 1,574,654.00	23%	\$ 338,663.00	7%	\$ 479,075.00	9%
Operations and Maintenance	\$ 1,002,134.00	15%	\$ 960,688.00	19%	\$ 865,407.00	16%
Total	\$ 6,860,269.00		\$ 5,062,135.00		\$ 5,357,653.00	

Growth Strategies

- Focus on enrollment marketing to grow our enrollment base, projecting that enrollment will grow for the 2024/2025 school year.
- Providing an alternative for families in our community
- Growth of our Home Ed programs (both traditional and shared responsibility) in Edmonton, Red Deer and Airdrie.
- Future plans to continue expansion of our shared responsibility programs.
- Ongoing working agreement with Bearspaw Christian School to share resources including development mentorship
- Currently working on a strategic plan for developing ACA for the future
- Continue with our international student program, which will enable more students to attend our school and provide increased revenue.
- Running a busing program from north Calgary as well as within Airdrie to service families.
- Running year-round camps program to generate income and draw different people groups to our school
- Maximizing our facility to accommodate more students.
- Implemented the School Ambassador program to help families engage and to increase annual retention.

Sustainment Strategies

- Engaged a professional fundraiser (also a school family). We are launching a fund-development committee with a large focus on donations and fundraising.
- Analyzing expenses very closely and making adjustments as needed. Our projections are conservatively based.
- Continue to pursue other sources of revenue.
- Greatly reduced our financial assistance budget
- Budgeted private loan repayments to attack our debt balances.
- Continue to develop our Home Education programs as for greater revenue margin in the post-startup phase

Website and Links for Further Information

School Website - www.airdriechristian.com

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

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

Stakeholder Engagement

Staff

Our certified teachers engage in the annual Alberta Education survey each year. Parts of our teaching and support staff also review the AERR and the Annual Plan.

Our teachers and support staff are all aligned with our Mission, Vision and Statements of Faith, and that alignment provides great strength and purpose in our faith-infused educational programs.

Parents

Our parents are engaged in this process through our facilitation of their involvement in the annual Alberta Education Survey process, through our Local Survey process and through the review of the AERR and the Annual Plan.

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

Our school board reviews the AERR and the Annual Plan with the Head of School.

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.

Our board is always engaged in future planning and strategizing as well. We are currently very focused on the development of a five year strategic plan, which will assist with strengthening our financial viability and our program offerings.

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.

Students

Students engage in the Alberta Education survey each year to voice their perspectives on their school experience here at ACA. They also participate in the aforementioned ACA School Culture Survey. These data sets are used for internal review and for our AERR development.

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.

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.

There are no incidents to report for the 2022/2023 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.

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. As mentioned earlier, we are also offering a Home Education program, including a Shared Responsibility day. It is clearly something in growing demand, and we're happy to provide it in the context of Christian education.

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.

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.

[Permalink to ACA Financials and Reporting](#)

Invest in Christian Education for your family at ACA...

[77 Gateway Drive NE](#)

403-948-5100

<https://www.airdriechristian.com>