



COALDALE

CHRISTIAN SCHOOL



ANNUAL EDUCATION RESULTS REPORT
FALL 2023

Accountability Statement

The Annual Education Results Report for Coaldale Canadian Reformed School Society for the 2022/2023 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022/2023 was approved by the Board on November 27, 2023.

Accountability/Assurance

Alberta Education requires that all schools develop an [Annual Education Plan](#) each spring as well as an Annual Education Results Report each fall as part of the Assurance Framework. The purpose of these two annual documents is to provide assurance and accountability to Alberta Education as well as to our school society that the education we provide at Coaldale Christian School is meeting the educational standards that we have established. Both of these documents provide input and direction for each other in a cycle of continuous growth and improvement year after year.

Overview

The following Annual Education Results Report highlights different aspects of Coaldale Christian School and how the school met its obligations over the past year. The results that we report on are broken down into five domains; Student Growth & Achievement, Teaching & Leading, Learning Supports, Governance, and Local & Societal Context. The final domain, Local & Societal Context is woven through each of the other domains as all areas of our school's operation take place within our context here in southern Alberta.

Once again we are very thankful to our Heavenly Father to have such a positive report for the 2022-2023 school year. We see the blessing of the Lord in all aspects of the school and continue to depend upon him in our day to day operations. This past year we were happy to have a fully normal school year post-COVID.

On the academic front, we are very pleased with most of our results and continue to see that our students were able to learn and develop their talents. We also see room for improvement in some areas, and will work together with teachers, parents and students to continue to improve the academic results of our students in all areas.

At CCS, we view school as more than the academics, and we are thankful to see a positive report in all areas. Offering our students co-curricular experiences outside of the classroom contributes to the overall school spirit and positive atmosphere that our students enjoy at CCS.

Student Growth & Achievement

Student growth and achievement is the first thing that most parents, students and teachers would think of when we consider the effectiveness and quality of a school. When we consider how our students have performed and grown over the past year, we can see that our school continues to receive the blessing of the Lord.

Academic Excellence

Percentage of students in each grade to attain an academic average of >85%.

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Overall
2020-2021	33.33%	60.00%	40.00%	64.00%	50.00%	60.00%	53.03%
2021-2022	50.00%	38.89%	60.00%	50.00%	60.00%	62.50%	53.57%
2022-2023	47.37%	52.38%	36.84%	58.33%	20.00%	30.77%	42.55%

We continue to see a large percentage of our students in grades 7-12 attaining very strong academic results, for which we are very thankful. Overall, we can see a decline in the percentage of students who attain this level of academic success, and this is most likely due to larger classes pushing the averages to a more typical mean. There is a notable drop-off from grade 10 to grade 11 and grade 11 to grade 12 over the past year which speaks to the more challenging course work in the senior grades.

Provincial Achievement Test Results

	Total Students		Average Score		% of Acceptable		% of Standard		% of Below	
	Writing		%		Standard		of Excellence		Acceptable Standard	
Math	CCS	Province	CCS	Province	CCS	Province	CCS	Province	CCS	Province
Grade 6	22	40503	78.7	65.5	95.7	64.4	34.8	15.8	0.0	19.4
Grade 9	19	42902	63.1	57.1	84.2	53.2	15.8	13	15.8	30.0
E.L.A.	CCS	Province	CCS	Province	CCS	Province	CCS	Province	CCS	Province
Grade 6	22	43892	75.9	67.1	95.7	76.2	52.2	18.4	0.0	8.1
Grade 9	18	47189	66.9	65.1	89.5	71.4	5.3	13.4	10.5	12.5
Science	CCS	Province	CCS	Province	CCS	Province	CCS	Province	CCS	Province
Grade 6	23	42431	79.4	64.0	100.0	84.2	60.9	22.9	0.0	16.8
Grade 9	19	44082	73.3	62.7	94.7	65.5	42.1	20.1	5.3	17.9
Social St.	CCS	Province	CCS	Province	CCS	Province	CCS	Province	CCS	Province
Grade 6	23	44823	81	64.2	100.0	66.3	56.5	18.5	0.0	17.5
Grade 9	19	43879	75.8	63.0	100.0	57.6	26.3	15.9	0.0	25.8

Data from: Table 2.2 Standards Achieved by Students Writing the Test, by Reporting Category, Table 4 Raw Score Results

Some of our results were disappointing when we compare to our historical performance, but there is still much to be thankful for in terms of our overall performance on these tests. The area of concern this past year is in ELA 9 where we see a rather low average score and very few students attained the standard of excellence. Our elementary reading program was introduced after these students went through, so we are hopeful that the affects of this program will have noticeable results when future grades write this PAT. The grade 6 ELA PAT was comparatively very strong with more than half of the students attaining the standard of excellence. Grade 9 Math was also a lower result than we would like and a large part of that was the Part A section where our students did quite poorly. This shows the dependence that our students have on their calculators and the need to reinforce the basic math skills.

Student Growth & Achievement

Diploma Exam Results

	Total Students Writing		Average School Awarded Mark %		Average Diploma Exam Mark %		Average Blended Mark %		Students Achieved Acceptable Standard %		Students Achieved Standard of Excellence %	
	CCS	Province	CCS	Province	CCS	Province	CCS	Province	CCS	Province	CCS	Province
Mathe-												
30-1	5*	10369	na	77.9	na	63.4	na	75.0	na	95.4	na	43.7
30-2	6	6242	66.2	69.6	43.5	61.5	62.0	68.1	100.0	93.1	16.7	23.2
E.L.A.												
30-1	7	14376	79.7	74.7	72.0	62.3	78.3	72.3	100.0	97.9	28.6	29.2
30-2	4*	7238	na	67.1	na	64.4	na	66.7	na	96.6	na	12.0
Biology												
30	15	11346	74.7	77.5	64.1	68.9	72.6	75.8	100.0	96.9	26.7	46.3
Chemistry												
30	8	9274	86.4	78.5	67.1	68.3	82.5	76.5	100.0	96.8	62.5	48.0

*This group has fewer than six students; therefore, results shall not be publicly released.

The Math 30-2 exam results were quite disappointing this year. There was a clear lack of student preparation for this exam based on the discrepancy between the school awarded mark and the average exam mark. We never like to see students settle for a passing grade, but that seems to be the case here. The lower 20% weighting did not help with motivating students to prepare properly for this exam. The effort and work ethic of our senior students is an ongoing conversation within the staff as we look to improve the academic culture at CCS. Similar concerns can be seen in the Chemistry results where we see such a large disparity between the school awarded mark and the DE mark. On the positive side, we are very pleased with the ELA results. The disparity between the exam mark and school mark is quite small, which indicates that our students were well prepared for the expectations of the Diploma Exam. This is a testament to solid teaching but also to an exam that does not require extensive studying of facts and recall of information. We will continue to work on strategies to encourage a more robust culture of academic success and we look forward to a return of the 30% weighting of the Diploma Exams.

Student Learning Engagement - Data Summary

	Coaldale Christian School													Alberta											
	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	166	91.3	191	90.5	202	87.3	n/a	Declined	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4		
Parent	n/a	n/a	n/a	n/a	30	98.9	46	99.3	50	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	125	75.1	134	72.3	138	61.8	n/a	Declined	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	11	100.0	11	100.0	14	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		

The percentage of teachers, parents and students who agree that students are engaged in their learning.

Similar to last year, we see here a significant difference between how the students feel about their engagement in their learning and how parents and teachers feel about it. If we dig into the numbers a bit, it can be seen that only 45% of students in grades 4-6 agreed that they are engaged in their learning. That is a concerning number, but if we look a little deeper, these students were only asked two questions. "Do you like learning language arts?" (51% yes and 40% no) and "Do you like learning math?" (40% yes and 51% no). These two questions, although important, really determined the decline in this section. Our teachers have the challenge of moving the needle on this question by reinforcing the value of the learning at school and the joy that we as Christians should find in doing our daily work.

Student Growth & Achievement

High School Completion Rate - Data Summary

	Coaldale Christian School										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year	8	100.0	11	92.1	9	89.8	10	90.0	8	100.0	Very High	Maintained	Excellent	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year	13	78.1	8	100.0	11	91.8	9	89.3	10	90.4	High	Maintained	Good	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year	12	76.2	13	78.1	8	100.0	11	91.5	9	100.0	Very High	Maintained	Excellent	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

It is great to see consistently high results here. We strive to see all of our students complete high school within three years and we are very near that goal. This data is reflective of strong, stable families, and a commitment of our parents to the education of their children. We continue to work to develop a more comprehensive guidance program for our students as is reflected in our Education Plan.

Citizenship - Data Summary

	Coaldale Christian School													Alberta									
	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	169	93.1	169	93.3	166	94.4	191	93.4	202	90.7	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	50	97.2	42	95.2	30	94.0	46	96.1	50	95.2	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	110	84.4	118	86.8	125	91.1	134	86.0	138	84.2	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	9	97.8	9	97.8	11	98.1	11	98.2	14	92.9	High	Maintained	Good	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

It is the mission and vision of Coaldale Christian School to prepare our students for a life of Kingdom service and to be active disciples of the Lord Jesus Christ. The results here show that we are doing quite well at attaining this goal and these results have been quite consistent over the past several years. Here we also see that the students are the lowest group and this is based on grade 4-6 age group. For the questions in this category, there was an average of 18% of students who responded with "Don't Know". This will be discussed with staff to see if there are strategies we can implement to ensure that our students feel confident enough to answer these questions in a concrete way.

Local Measures: Literacy Report

	Coaldale Christian School - Literacy Report											
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	2021/2022	2022/2023	2021/2022	2022/2023	2021/2022	2022/2023	2021/2022	2022/2023	2021/2022	2022/2023	2021/2022	2022/2023
Exceeding Expectations	64	33	68	72	0	68	54	29	0	0	0	0
Meeting Expectations	na	33	16	0	21	32	46	71	27	75	0	26
Approaching Expectations	na	33	16	28	50	0	0	0	27	25	15	9
Not Meeting Expectations	na	0	0	0	29	0	0	0	46	0	85	65

Percentage of students who attained the various levels of reading and comprehension at each grade level.

One of our goals in our Annual Education Plan is to improve the literacy skills of our students. Over the years we have seen that this is an area that required attention, so we implemented a guided reading program in our elementary grades. This is a rather intensive program that we hope will enhance the literacy skills of our students that move into junior high. It is rewarding to see the improvement in the grade 5/6 level where we have seen a substantial increase in the number of students who are meeting the expectations of the program for their grade level.

Teaching & Leading

As important as academic results are, they are only possible with the dedication, skill and commitment of high quality teachers. It is the goal of Coaldale Christian School to be committed to professional learning that will inspire excellence in teaching. By modeling learning for life and a commitment to continued improvement and development, we hope to also inspire our students to be dedicated to their learning and to be life-long learners when they leave Coaldale Christian School.

Education Quality - Data Summary

	Coaldale Christian School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	169	94.4	169	93.5	165	95.6	191	93.1	202	94.6	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	50	98.3	42	96.4	30	98.9	46	96.4	50	97.3	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	110	92.4	118	93.4	124	92.5	134	92.0	138	91.1	Very High	Maintained	Excellent	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	9	92.6	9	90.7	11	95.5	11	90.9	14	95.2	Intermediate	Maintained	Acceptable	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

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

Coaldale Christian School has a very supportive community and it is wonderful to observe that they are satisfied with the education provided at CCS. There is strong agreement among all stakeholders that we are doing a good job providing high quality education at CCS. It is a little bit confusing that the teacher category is classified as an “Intermediate” level of achievement, but we are happy to see the results in this category and are thankful for the support of our community.

School Improvement - Data Summary

	Coaldale Christian School													Alberta									
	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	168	88.7	169	83.8	163	98.2	185	91.2	202	91.8	Very High	Improved	Excellent	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	49	100.0	42	92.9	30	100.0	40	100.0	50	94.0	Very High	Maintained	Excellent	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	110	88.4	118	91.9	124	94.7	134	91.8	138	88.7	Very High	Maintained	Excellent	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	9	77.8	9	66.7	9	100.0	11	81.8	14	92.9	Very High	Improved	Excellent	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

Percentage of teachers, parents and students indicating that their school has improved or stayed the same the last three years.

Overall, the school community sees the school improving or at least staying the same over the past three years. These are extremely positive results and give us much to be thankful for. There is always work being done to improve the school and it is rewarding to see that this work is noticed by parents, students and teachers in the community.

In-Service Jurisdiction Needs - Data Summary

	Coaldale Christian School										Alberta												
	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	9	81.5	9	77.8	10	89.3	10	89.3	13	86.8	Intermediate	Maintained	Acceptable	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	9	81.5	9	77.8	10	89.3	10	89.3	13	86.8	Intermediate	Maintained	Acceptable	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

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.

Professional development opportunities are encouraged by administration on an individual basis, and staff PD is organized throughout the year on our scheduled professional development days. This past year we did not do a book study, as there was plenty to keep teachers busy with new curriculum and personal professional development. In hindsight, administration regrets not having a book study with the staff, as this provides some good structure for staff professional development.

Local Component of Teaching and Leading

The administration team has committed to being more intentional with teacher supervision. We also maintain a schedule for visiting classrooms on a formal basis outside of the informal walk-throughs. Professional development opportunities are encouraged by administration on an individual basis, and staff PD is organized throughout the year on our scheduled professional development days. A challenge for administration in 2022-23 was the departure of the vice-principal midway through the year as well as a maternity leave that started in March. With half of the admin team gone and the principal needing to step into a larger teaching role, the teacher supervision was more difficult to maintain at the level that was intended. Overall, the culture of professional learning is moving in a positive direction at CCS and teachers are eager to improve themselves as professionals.



Learning Supports

This past year Coaldale Christian School has continued in its goal to expand and enhance our ability to support every student regardless of their needs. Our special education team is dedicated to the students that they care for and has been focused on ongoing professional development to ensure that they are always on the leading edge of which supports have the greatest positive impact.

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary

	Coaldale Christian School													Alberta									
	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	166	96.2	191	96.0	202	95.1	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	30	95.3	46	96.4	50	97.7	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	125	93.1	134	91.4	138	90.6	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	11	100.0	11	100.0	14	96.9	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

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

Once again Coaldale Christian School has demonstrated its commitment to being a welcoming, caring, respectful and safe place for students to learn and staff to work. We continue to see a strong result of 96% overall and we are very thankful for this. However, it should be noted that the lowest result is from the students in this category, so this is something we should look to address, despite it being a strong result. The reality is that there are still students in our school who are not able to give us full marks for being the safe and caring school we strive to be. Over the past year, the staff has been encouraged to continue to closely monitor behaviours that do not demonstrate the fruit of the Spirit in the lives of our students and to be consistent in encouragement and enforcement. As a staff, we have seen that school culture is something that we want to continue to address. We desire to see a more positive attitude from some of our students towards their school work, and we believe this will also have an impact on the classroom environment that some students struggle with and that can lead to students feeling unsafe.

Coaldale Christian School continues to ensure that First Nations, Inuit and Metis perspectives and experiences are presented and that our students are educated on the legacy and history of residential Schools. A PD session was held for the staff in August 2022 on the topic of Indigenous Education with the goal of better informing our staff of the importance of recognizing our history and presenting this to our students. All students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

Learning Supports

Access to Supports and Services - Data Summary

	Coaldale Christian School													Alberta									
	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	166	94.5	191	96.5	202	92.2	n/a	Declined	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	30	98.6	46	96.9	50	99.2	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	125	92.3	134	92.6	138	83.5	n/a	Declined Significantly	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	11	92.6	11	100.0	14	94.0	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

The percentage of teachers, parents and student who agree that students have access to the appropriate supports and services at school.

These results are a testament to the excellent staff we have at CCS who dedicate endless hours to support our students both inside and outside of the classroom. It is clear that the parents are very pleased with the support that we offer. It was quite surprising to see the significant decline in the student category, so this required some exploration. What found that there was a dramatic change in the responses to the question, “Can you get help at school with problems that are not about your school work?”. This year 40% of students in grades 4-6 and 27% in grades 7-9 responded with “Don’t Know”. This is compared to only 9% and 14% in the year previous. It is unclear why this changed so drastically, but it is something to look at. If students have not felt a need to get help at school for personal challenges, they are likely to respond that they don’t know if that help is available.

Coaldale Christian School recently created Career supports as a goal for its yearly plans. To facilitate this goal, several initiatives have been created for students in high school that have seen good results. Most exciting is the enthusiastic response to the Registered Apprenticeship Program (RAP). This past year we were able to partner with several local businesses and enrol students in this valuable program. Partnering with local business, school districts and Careers Next Generation generated many opportunities for students and staff alike for Career exploration.

All students in Grades 10-12 met with the Career Practitioner throughout the year. Grade 12 students were guided through the post secondary application process, were assisted in scholarship and bursary searches, and were given support in searching multiple locations for post secondary institutions for learning. Students in grades 10 and 11 met with and were given support in course selection, myPass set up, and job shadowing opportunities in addition to the above initiatives.



Learning Supports

School authorities are responsible for ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

Coaldale Christian School continues to strive for excellence in supporting its students in inclusive education. All students continue to be screened prior to ECS with a locally developed screening tool which flags students prior to entry at CCS. All students who were coded prior to attending or who required additional support were identified and services and supports were set up prior to the start of the school year. This allows for a continuum of services as well as intentional supports in the early years of learning.

Students in Grades 1-12 who were previously coded and identified as per Alberta Education's coding standards were provided with specialized services as per their learning needs. IPP meetings continued 3x per year, as well as regular meetings with teachers, support staff and professionals. Students are regularly assessed to ensure that they are adequately supported and programming and goals reflect the needs of the students. Parents are integrally vital in the process from articulating their desires for goals, as well as regularly providing their feedback in the process.

Teachers meet regularly with the Inclusive Education Coordinator to discuss learning needs of students who may be flagged with learning difficulties. Strategies are provided within the school system. If these strategies are not successful, students are provided with Ed-Psych evaluations which may include a variety of testing, depending on need. With information from psychologists, professionals, and staff, IPPs are set up and students are provided with programming, supports and/or services specific to their individual needs.

Coaldale Christian School participated in Alberta Education's Covid Learning Loss program. This included assessing students 3x per year with assessments provided by Alberta Education, identifying students at risk for learning loss and setting up programming in literacy and numeracy. This program was successful as identified students were provided with intentional and specific support in the areas of need. Students were provided with small group instruction, pre and post learning activities to support phonological awareness and numeracy instruction.

Governance

The Governance domain of the Assurance Model refers to the process by which the school board attends to local and societal context, determines strategic direction, evaluates policy implementation, and manages fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that the school board demonstrates stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Parental Involvement - Data Summary

	Coaldale Christian School										Alberta												
	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	59	99.8	51	98.8	39	97.8	57	98.9	64	97.2	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	50	99.6	42	97.6	28	95.6	46	97.8	50	94.4	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	9	100.0	9	100.0	11	100.0	11	100.0	14	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

Being a parental school, we ensure that our parents are closely connected to the school and the decisions that are made that may affect the education of their children. Our school board is elected by our parents and is made up of parents whose children attend Coaldale Christian School. Our teachers communicate regularly with the parents about the progress of their child and parent-teacher conferences are held twice each year. Aside from these formalized conferences, parents are encouraged to arrange to meet with teachers or administration any time throughout the school year if they have concerns. It is good to see that parents feel that they are part of the decision-making process and that they have a voice in the education of their children. It is clear from these results that parents and teachers feel that there is a strong connection between the home and the school, and we are thankful for the cooperation we can experience with our parent community.



Budget-Actual Comparison

The total revenue budgeted was \$2,139,552 with an actual revenue of \$2,272,361. This is a difference of \$132,809 in actual over budget, or 6.2% more revenue than anticipated.

The total expenses budgeted was \$2,265,905 with an actual expenditure of \$2,415,378. This is a difference of \$149,475 in actual over budget, or 6.6% higher expenses than anticipated.

Summary of Financial Results

Once again Coaldale Christian School was blessed with generous support from our community. Although a large percentage of our budget is made up of funding from Alberta Education, we would not be able to operate without the financial contributions of our parents and supporters. We had projected a deficit of \$126,353 for the year and ultimately ended up with a deficit of \$143,017. The full Audited Financial Statements are available [here](#).

Stakeholder Engagement & Assurance

Coaldale Christian School makes it a high priority to ensure that all members have a voice in our school. This past year we invited the members to attend two society meetings, one on November 28, 2022 and the second on May 29, 2023. These meetings are an opportunity for the Board to share with the membership the status of the various operations of the school as well as to review and approve the budget and elect board members as required.

This past year we also conducted our annual parent survey in the spring. This survey is a supplement to the Assurance surveys from Alberta Education and serves to highlight areas for growth in our specific school context. 40% of our parents responded to this survey, which is quite a bit lower than last year. We received some constructive feedback on the structure of the survey, which will be acted on to hopefully encourage more parents to respond next year.

Through continual engagement and regular communication with our community through our weekly “At-A-Glance” newsletter and our monthly “Messenger”, we seek to provide assurance to our society that the school is working hard to meet our responsibilities in the education of the children of our community. School activities and events are also shared through our social media accounts to help keep the society apprised of the events happening at CCS.

Our grade 7-12 students and their parents have consistent access to their grades and progress through our Parent/Student Portal. This is greatly appreciated by many of our parents and students, and is a good way to maintain the home-school connection that we desire.

Whistleblower Protection

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received to date.