



COALDALE
CHRISTIAN SCHOOL



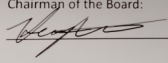
ANNUAL EDUCATION RESULTS REPORT

FALL 2022

Accountability Statement

The Annual Education Results Report for Coaldale Canadian Reformed School Society for the 2021/2022 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 2021/2022 was approved by the Board on November 29, 2022.

Board Chairperson: Mr. Harry Voorhorst

Chairman of the Board:


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.

As an overview, we are thankful that we can have such a positive report for the past year. As a school society we can look back on the 2021-2022 school year with great thankfulness. We were able to operate very close to normal throughout the year and our regular co-curricular activities could resume. This certainly helped to bring some life back into the day-to-day operations of the school, as so many of our students are involved in a variety of athletic programs.

Academically, our students were able to learn and develop the gifts that God has given them and we were pleased to see the grade 12 Diploma Exams and grade 6 & 9 Provincial Achievement Tests become mandatory once again. In several instances, our results were not as high as we have seen in the past, but the experience of writing these tests and giving students and teachers a chance to assess the work of the past year in this manner is helpful to us as a school as we look to constantly improve the learning at Coaldale Christian School.

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
2019-2020	50.00%	50.00%	54.50%	78.00%	55.60%	55.60%	53.45%
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%

In the 2019-2020 school year, Coaldale Christian School began the process of tracking and recognizing students who attained a high academic standard. We can be very thankful to see such a large percentage of our students in grades 7-12 attaining such excellent academic results.

Provincial Achievement Test Results

	Total Students Writing		Average Score %		% of Acceptable Standard		% of Standard of Excellence		% of Below Acceptable Standard	
	CCS	Province	CCS	Province	CCS	Province	CCS	Province	CCS	Province
Math										
Grade 6	20	43857	77.9	63.2	100.0	63.0	35.0	12.4	0.0	21.6
Grade 9	10	25159	68.6	56.5	100.0	51.6	30.0	16.1	0.0	30.6
E.L.A.										
Grade 6	20	47527	74.2	67.0	95.0	76.1	40.0	18.9	5.0	8.7
Grade 9	10	28956	70.2	65.3	90.0	69.6	10.0	12.9	10.0	11.9
Science										
Grade 6	19	30276	82.6	65.8	100.0	71.4	60.0	24.3	0.0	13.6
Grade 9	10	23937	82.4	69.2	100.0	67.2	50.0	22.7	0.0	14.8
Social St.										
Grade 6	Did not participate due to new curriculum piloting									
Grade 9	10	23542	75.8	63.0	100.0	60.0	40.0	17	0.0	22.8

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

It was good for us to once again have regular participation in the Provincial Achievement Tests. 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. We are still above the provincial average in all areas and in most areas the disparity is quite significant. Our lowest results are in the ELA exams and this is why we continue to pursue our goal of enhancing the literacy skills of our students in the elementary grades. The math result for grade 9 was also very low by our standards, but when compared to the provincial average, it appears that we performed comparatively well on a difficult exam.

Coaldale Christian School does not have any English Language Learners or First Nations, Metis or Inuit students, therefore we do not have results in these specific areas.

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
Mathematics												
30-1	Canceled Due to Covid											
30-2	Canceled Due to Covid											
E.L.A.												
30-1	7	13858	83.0	77.1	69.6	62.3	81.9	75.7	100.0	98.4	57.1	37.9
30-2	1*	6696	na	na	na	na	na	na	na	na	na	na
Social St.												
30-1	14	10842	81.9	77	65.6	64.2	80.4	75.8	100.0	99.3	71.4	42.0
Physics												
30	5*	4882	na	na	na	na	na	na	na	na	na	na

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

It was disappointing to see the January Diploma Exams canceled, but we were pleased to see the June exams take place. It is good for our students to write exams and we look forward to having them return to the 30% weighting that they were prior to COVID. Overall, our results on these exams were somewhat disappointing. It can be speculated based on anecdotal evidence that students were not as committed to doing well on these exams due to their 10% weighting, and therefore the preparation was less than desired. The provincial averages also seem lower than in the past, so this may have been an issue across all schools. We also push our students into more academic streams as much as possible, so this could lead to lower averages in the more rigorous courses. Moving forward, we will continue to address exam preparedness with the teachers and students and review the detailed reports to identify areas of consistent weakness for our students.

Student Learning Engagement - Data Summary

	Coaldale Christian School										Alberta												
	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	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	166	91.3	191	90.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	30	98.9	46	99.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	125	75.1	134	72.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	11	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

The results here show a strong overall agreement that students are engaged in their learning. Once again we note that these results show a much lower student agreement than is seen from parents and teachers. This is something that we will continue to work to improve in terms of instructional strategies and engaging materials. In an age of social media, teachers have a tough time competing for the attention of their students, and it seems likely that this is one of the factors playing a role in this result. Students are used to being fed entertainment through their devices and, by comparison, school is not as exciting. The challenge for teachers is to find new and interesting ways to engage students.... not a small challenge!

Student Growth & Achievement

High School Completion Rate - Data Summary

	Coaldale Christian School											Alberta											
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Com-	13	78.7	8	100	11	92.1	9	89.8	10	90.0	Very High	Maintained	Excellent	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Com-	12	76.0	13	78.1	8	100	11	91.8	9	89.3	High	Maintained	Good	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Com-	10	82.9	12	76.2	13	78.1	8	100	11	91.5	High	Maintained	Good	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

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											
	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	%
Overall	152	91.6	169	93.1	169	93.3	166	94.4	191	93.4	Very High	Maintained	Excellent	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	36	97.7	50	97.2	42	95.2	30	94.0	46	96.1	Very High	Maintained	Excellent	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	104	77.2	110	84.4	118	86.8	125	91.1	134	86.0	Very High	Maintained	Excellent	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	12	100.0	9	97.8	9	97.8	11	98.1	11	98.2	Very High	Maintained	Excellent	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

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. For 2022-23, in connection with our Education Plan goal of preparing our students for life after CCS, we have implemented a Leadership course for our grade 10 students which we hope will further prepare our students with the skills they need to be active citizens.

Local Measures: Literacy Report

	Coaldale Christian School - Literacy Report 2021-2022						
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
	%	%	%	%	%	%	
Exceeding Expectations	64	68	0	54	0	0	
Meeting Expectations	na*	16	21	46	27	0	
Approaching Expectations	na*	16	50	0	27	15	
Not Meeting Expectations	na*	0	29	0	46	85	

* Several students were on an alternate phonetical program and their results are not reported here.

One of our goals in our Annual Education Plan is to improve the literacy skills of our students, specifically in the area of reading and reading comprehension. 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 reading skills of our students that move into junior high. Admittedly, we have set a high bar for our students and, as can be seen in these results, the grade five and six students are not where we want them to be in this program, but our grade 1 and 2 students are doing very well. As we carry on with the program, we hope to see the results in the younger grades carry forward into the higher grades.

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									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	152	95.0	169	94.4	169	93.5	165	95.6	191	93.1	Very High	Maintained	Excellent	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	36	98.6	50	98.3	42	96.4	30	98.9	46	96.4	Very High	Maintained	Excellent	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	104	92.1	110	92.4	118	93.4	124	92.5	134	92.0	Very High	Maintained	Excellent	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	12	94.4	9	92.6	9	90.7	11	95.5	11	90.9	Low	Maintained	Issue	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Coaldale Christian School has a very supportive community and it is wonderful to observe that they are satisfied with the education provided at CCS. It is notable that the teacher result in this measure is lower than the parent and student results. If we dig into the numbers, the result this seems to be a reflection of one item in the survey: *“Students at your school find school work challenging”*. 45% of teachers responded that they disagreed with this statement. From an administrative perspective, it will be good to review this with the teachers and to challenge them to focus on meeting the demands of all learners. It is unclear why this is flagged as an “issue”, as the numbers still indicate a strong result.

School Improvement - Data Summary

	Coaldale Christian School										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	148	83.1	168	88.7	169	83.8	163	98.2	185	91.2	Very High	Improved	Excellent	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	32	96.9	49	100.0	42	92.9	30	100.0	40	100.0	Very High	Improved	Excellent	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	104	85.7	110	88.4	118	91.9	124	94.7	134	91.8	Very High	Maintained	Excellent	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	12	66.7	9	77.8	9	66.7	9	100.0	11	81.8	High	Maintained	Good	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

Overall, the school community sees the school improving or at least staying the same over the past three years. Once again, it is the teachers that seem to have a different opinion. It should be noted that there are only 11 teachers who participated in the survey. One teacher stated that it has declined and one responded “Don’t know.” It is important to maintain open communication with the staff to ensure that their concerns are being addressed and they are feeling valued as a member of the CCS staff. It is important that teachers feel comfortable expressing their thoughts if they do not feel that the school is moving in the wrong direction.

Teaching & Leading

In-Service Jurisdiction Needs - Data Summary

	Coaldale Christian School										Alberta												
	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	%
Overall	11	57.6	9	81.5	9	77.8	10	89.3	10	89.3	High	Maintained	Good	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	11	57.6	9	81.5	9	77.8	10	89.3	10	89.3	High	Maintained	Good	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

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. We also studied the book "On Christian Teaching" by David Smith. This was well-received by staff and prompted good discussion and learning. The connection between faith and content is often quite clear, but it was intriguing to discuss the connection between faith and pedagogy. We also had two teachers participate in the curriculum piloting for the new Social Studies curriculum. A significant amount of time was invested into this and it was a good learning opportunity for these teachers.

Local Component of Teaching and Leading

The administration team has committed to being more intentional with teacher supervision. In 2021-2022, there were three teachers who were evaluated and received their Permanent Professional Certificate, so this required extra evaluation time. 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.

On an individual level, teachers are also encouraged to grow professionally. This past year, our vice principal completed the leadership certification training and many of our staff were involved in personal PD opportunities that were part of their Professional Growth Plan. Overall, the culture of professional learning is moving in a positive direction at CCS.



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

	Coaldale Christian School										Alberta			Alberta									
	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	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	166	96.2	191	96.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	30	95.3	46	96.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	125	93.1	134	91.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	11	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

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 address. This was confirmed in our annual survey to the parents in the spring. Improving our Student Council structure and working with our high school students to become more active leaders in the school are some ways in which we hope to see improvements in the school culture at CCS.

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										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	166	94.5	191	96.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	30	98.6	46	96.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	125	92.3	134	92.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	11	92.6	11	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

Access to support and services: Teacher, parents and student agreement 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. Although the numbers are very high, the way to improve our student perception of the supports we offer is to provide career counselling and more diverse learning experiences for our high school students.

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. In the Fall, Coaldale Christian held an open house information evening on the RAP and Work Experience pathway. This ended up generating much interest as we had four students sign up and start their Registered Apprenticeship programming with local trades businesses. Additionally, we had multiple students sign up or continue with work experience. Partnering with local business, school districts and Careers Next Generation generated many opportunities for students and staff alike for Career exploration.

Students in Grades 10-12 were also provided with the opportunity to attend the local EPIC day held by Career Transitions. This is always a highlight for students; all of Grade 10 attended as well as those from Grades 11 and 12 who missed out on previous years due to Covid or who still wanted to attend for career exploration purposes.

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 range from 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										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	48	98.3	59	99.8	51	98.8	39	97.8	57	98.9	Very High	Maintained	Excellent	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	36	96.6	50	99.6	42	97.6	28	95.6	46	97.8	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	12	100.0	9	100.0	9	100.0	11	100.0	11	100.0	Very High	Maintained	Excellent	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

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.



Governance

Budget-Actual Comparison

The total expenses budgeted was \$2,116,408 with an actual expenditure of \$2,358,751. This is a difference of \$242,343 in actual over budget, or 11% more 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 significant deficit of \$155,694 for the year but, despite some significant unexpected expenses over the year, we were still able to reduce that deficit by nearly \$20,000. The Board also increased enrolment fees for all member categories to help work towards a balanced budget. The full Audited Financial Statements are available [here](#).

Stakeholder Engagement & Assurance

As a parental school, we make it a high priority to ensure that our parents have a voice in our school. This past year we invited the parents to attend two society meetings, one on November 29, 2021 and the second on May 30, 2022. 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. 52% of our parents responded to this survey, but it would be great to see more responses in years to come.

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.

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.