

# **Hope Christian School**

## **Three Year Plan**

### **(2009-2012)**

**Message from Board Chair** (optional)

Hope Christian School (H.C.S.) is a private, independent school operating as a mission arm of the Champion Evangelical Free Church. It is our goal at H.C.S. to offer a high quality; Jesus Christ centered education to the attending students. To achieve this goal it is our mandate to use approved Biblical based curriculum and Alberta Distance Learning materials and follow the rules and guidelines set by the Alberta Department of Education, thus enabling our students to obtain an Alberta High School Diploma.

It is our desire that upon completing the student educational time with H.C.S. they will have developed a strong moral character and have achieved a high academic standard. These traits are highly regarded by post secondary education and the work force.

With much prayer, time and energy devoted to daily and future planning, H.C.S. will continue to be accountable to God and thus our government.

**Accountability Statement**

The education plan for **Evangelical Free Church Champion** (Hope Christian School) the three years commencing September 1, **2009** was prepared under the direction of the Board of Directors in accordance with responsibilities under the *Private School Schools Regulation and the Education Grants Regulation*. This education plan was developed in the context of the provincial government's business and fiscal plans, including Alberta Education's Business Plan. The board is committed to achieving the results laid out in this education plan.

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(Chairman)

(Date)

Publication

This Three Year Education Plan will be posted on the Hope Christian School Website. It has been presented to the local board and notices will be sent home to parents indicating that the plan is available for their perusal at the school.

Foundation Statements (optional)

***Vision:***

The major objective of Hope Christian School is to TRAIN CHRISTIAN LEADERS. Thus it is our vision:

1. To insure that all students come to a saving knowledge of Jesus Christ, achieve a higher level of Christian maturity, attain a deeper commitment to, and become a more effective witness for the Lord.
2. To emphasize the individuality of each student and to assist them in properly responding to themselves and to others
3. To develop in students self-confidence by nurturing individual God-given talents and abilities in creativity, goal setting, analysis, communications, academics, and the principles of success.
4. To promote self-discipline by training students to be relevant, consistent, appreciative, responsible and thorough in attitude, character and actions.
5. To assist students in seeking their life purpose in service to God and mankind and their necessary preparation for eternity through emphasis upon Biblical relevance.
6. To help students learn how to live to honor the Lord and become responsible citizens by meeting their daily responsibilities which God has entrusted to them.
7. To ensure that each student attains the strongest foundational education possible which also meets the Alberta Education requirements. This includes the pursuit of an Alberta Education diploma.
8. To minimize grade level failure and repetition by utilizing A.C.E. a self-instructional, mastery based, individualized, back-to-basics program at the elementary-junior high school level. This program is modified to meet the Alberta Education Curriculum requirements.

**Note:** It is our conviction that if we focus first of all on developing character, discipline, individual responsibility and Godly purpose, strong academics will be a by-product.

***Mission:***

The mission of Hope Christian School is to train Christian leaders, inspiring them to become followers of Jesus Christ and to go on to lead meaningful lives, committed to Godly families, Godly churches and Godly governments; which is vital to a well-ordered society. This, we believe, will prepare our students for life in the real world because God's perspective of all things **is** the real world.

## ***Principles:***

### **Divine Mandate:**

Philosophically and historically our mandate flows, first of all, from our response to the Holy Scriptures, the Bible, and the Judaeo-Christian values contained therein. As we believe that God made the world and all it contains, we believe we must obey His mandates above all else. The selfless creed or Great Commandment found in Deuteronomy 6 and Jesus' words: "Thou shalt love the Lord thy God with all thy heart and soul and mind and thy neighbor as thyself," is the key to peace and prosperity for families, communities and cultures. The Scriptures command us to teach these principles diligently to our children and we see these as the answer to Canada's economic, social and political problems.

### **Parental mandate:**

Secondly, our mandate stems from a desire on the part of our parents to carry out this Biblical responsibility. The parents of Hope Christian School recognize that:

- the Bible commands parents to teach the Great Commandment "diligently to their children and to raise them up in the nurture and admonition of the Lord".
- by judicial review, public schools are forced to prevent exposure of children to the greatest realities known to man; the existence and purposes of God, and the life and work of Jesus Christ.
- the Canadian Bill of Rights and the Alberta School Act recognize the right of parents to choose an education for their children consistent with their religious and conscientiously held beliefs.

For these reasons, Hope Christian School attempts to teach life skills, manners, discipline, values and all else from the perspective of the Scriptures.

### **Government mandate:**

Thirdly, the Scriptures establish that government is of God, that citizens are to be obedient to every God-given authority, and that government is to reward good and punish evil (Romans 13). We therefore acknowledge that government has the responsibility for holding us accountable for the provision of a quality education to each child in our school. We willingly submit to this authority as long as it does not interfere with our Divine mandate.

### **Beliefs:**

The educational philosophy of Hope Christian School is dependent upon the Bible for providing the viewpoint for interpreting any subject or any school activity. The entire process of education is seen as a means used by God to bring the student to Himself through personal faith in Christ, and to develop a Christian mind in Him so he can fulfill God's will for his life vocationally and personally. The mandate for Christian education comes from God's command that children are to be taught to love God and to give Him pre-eminence in their lives, and from Biblical teaching

that parents are responsible for the total education of their children (Deuteronomy 6).

The following beliefs are foundational in our Christian philosophy of education:

1. God is the creator and sustainer of all things, and is the source of all truth.
2. God is sovereign, maintaining control over His entire universe and man.
3. God has revealed Himself in a general way in creation and in a special way through Jesus Christ and the Bible. The Bible is authoritative and inerrant.
4. God created man in His own image in a special act of creation, and consequently man is responsible to God for his action.
5. Man is born a sinner and omits God, failing to relate his life and his knowledge to God, the source of all wisdom.
6. Regeneration, the new birth, is by faith in Jesus Christ.
7. Knowledge of Jesus Christ and the Bible is essential to proper spiritual, mental, social and physical growth.
8. The Holy Spirit indwells each Christian and is significant in his education by bringing conviction of sin, revealing Christ's glory, and guiding each believer into all truth.
9. Prayer by parents, teachers, and students is a significant factor in affecting the lives of the students.
10. The family, the school, and the church are to be complementary in educating the student for a life of fellowship with God and of service to man.
11. The teacher represents the parents during the school day, but does not relieve parents of their responsibilities to their children in their home.
12. God has created each student uniquely the person that he is. It is the teacher's responsibility to teach the student according to his abilities and achievement level.
13. Moral standards and a value system consistent with the Bible best prepares a student for fulfilling his responsibilities as a member of our democratic society.
14. Man's purpose in life is to render glory to God in all things for he was created to have dominion over the creation, to care for it, to replenish it, and to subdue it.

## Jurisdiction Profile (optional)

***Private School Profile:***

The Evangelical Free Church Champion assumes responsibility for the operation of Hope Christian School and its associated home school program (Hope at Home). The School:

- Is a ministry of the Evangelical Free Church of Champion.
- is operated by the Board of the Evangelical Free Church Champion
- serves the village of Champion, the town of Vulcan and a rural Christian constituency
- uses the A.C.E. program for elementary and junior high school; a unique, individualized, self-instructional, mastery-based system; emphasizing discipline, back to the basics, individual responsibility, parental involvement, and Biblical truth. In addition
  - we maintain an ongoing process which adapts this curriculum to meet Alberta Education requirements and outcomes for each course
  - we use supplemental materials and instruction (Enrichment Classes) as well as Alberta Distance Learning materials, in order to meet outcomes that may be lacking in the ACE materials
  - we provide our students with an education meeting the requirements laid down by Alberta Education and which is transferable to other schools
- uses approved distance education for some school courses.
- provides individual programs for the gifted as well as those with moderate learning disabilities.
- registers and works with home school students across the Province of Alberta
- uses parents as volunteers extensively in the classroom

Our school consists of approximately 20 regular day school students and over 500 home education students. Surveys of parents of home educated students are not conducted so the survey results reflect only those of our regular school parents. These survey statistics thus are derived from surveys totaling about 12 parents. Therefore a difference of opinion by one parent can have a major impact on the results. The other measures use statistics gathered from regular and home educated students. This results in a large imbalance which greatly influences the statistics gathered through the Alberta Education Accountability pillar in the following ways:

- Our 500 home education student population is made up largely of the low German speaking Mennonite population
  - It is part of their culture and tradition to have their children attend school only as long as they are legally obligated to do so
  - This has a drastic affect upon a number of the accountability pillar measures including:
    - Annual dropout rate of students aged 14 to 18.
    - High school completion rate of students within three years of entering Grade 10.
    - Percentage of students writing four or more diploma exams within three years of entering Grade 10.
    - High school to post-secondary transition rate of students within six years of entering Grade 10.
    - Rutherford Scholarship eligibility rate

We currently have only one student registered in senior high school for this fall but we do

include strategies in anticipation of the future registration of more students.

We are currently in the process of establishing a distributed learning division for our school focusing on senior high students for the initial 2009-2010 school year. In so doing we will hire subject area specialist teachers to be responsible and accountable for overseeing each online student and course which may also include a synchronous component for each. In consort with five other ACE schools, and ADLC we have developed a number of courses which reflect a Christian world view. These will be offered to current and future students who will be registering with us. In addition to this, teachers have the option of team teaching perspective students additional ADLC developed courses or those of their own development. The teacher/school will thus be responsible for all presentations to, and marking for these students. This service will also be offered to other schools for a fee.

**May 2009 Accountability Pillar Summary**  
**report provided by Alberta**  
**Education Accountability Pillar**  
**Overall Summary**  
**School: 5491 Hope Christian School**

Goal	Measure Category	Measure Category Evaluation	Measure	Hope Christian School			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	94.4	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	75.8	n/a	n/a	80.3	79.4	78.7	Intermediate	n/a	n/a
			Education Quality	94.4	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a
			Drop Out Rate	38.2	20.6	19.5	4.8	5.0	4.9	Very Low	Declined Significantly	Concern
			High School Completion Rate (3 yr)	32.8	*	18.3	70.7	71.0	70.6	Very Low	Maintained	Concern
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	40.6	51.8	75.8	75.9	76.7	*	*	*
			PAT: Excellence	*	6.3	12.4	19.6	19.4	19.3	*	*	*
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	*	n/a	85.0	85.4	85.2	*	*	*
			Diploma: Excellence	*	*	n/a	22.3	23.3	23.1	*	*	*
			Diploma Exam Participation Rate (4+ Exams)	10.9	*	9.1	53.0	53.6	53.6	Very Low	Maintained	Concern
			Rutherford Scholarship Eligibility Rate (Revised)	*	*	n/a	57.3	56.8	55.8	*	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	16.4	*	18.2	60.7	60.3	59.1	Very Low	Maintained	Concern
			Work Preparation	91.7	n/a	n/a	79.6	80.1	78.1	Very High	n/a	n/a
Citizenship			78.6	n/a	n/a	80.3	77.9	77.1	High	n/a	n/a	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	90.0	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	72.2	n/a	n/a	79.4	77.0	76.7	Intermediate	n/a	n/a

**Goal One: High Quality Learning Opportunities for All**  
**Outcome 1.1: Schools provide a safe and caring environment.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	94.4	n/a	Very High	n/a	n/a			
<b>Strategies</b> <ul style="list-style-type: none"> <li>Conduct a bullying presentation for the students of Hope Christian School</li> <li>Establish a baseline for <b>home education</b> families by conducting our own surveys of parents. (Note these parents are not surveyed under the accountability pillar)</li> <li>Encourage facilitators and staff at the congregated <b>home education</b> sites to emphasize to students the components of the ACE and CLE curriculum which discuss the development of positive relations with one another and with authorities.</li> <li>Arrange for a local fire official to supervise fire drills and help set up a fire drill routine at each of the two congregated home education sites</li> </ul>								

**Please Note**

**TARGETS**

- Annual targets for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

**STRATEGIES**

- Include at least one strategy for each outcome, strategies to address special populations of students, as applicable, and strategies to address Accountability Pillar results, including strategies designed to improve results on any measure with an overall evaluation of "Issue" or "Concern."
- Strategies to address results with an evaluation of "Issue" or "Concern" must be highlighted.

**Outcome 1.2: The education system meets the needs of all K-12 students, society and the economy.**

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	75.8	n/a	Intermediate	n/a	n/a			
Overall teacher, parent and student satisfaction with the overall quality of basic education.	94.4	n/a	Very High	n/a	n/a			
<b>Strategies (see note)</b> <ul style="list-style-type: none"> <li>Introduce ADLC options at the junior high level including: Art A, B, C; Bible A, B, C; Environmental &amp; Outdoor Ed; Ag 1010, Com Tech 1020, Comm Health 1050 (Grade 9 only), Design studies 1010 &amp; 1060, Electro-Tech 1010, Forestry 1010, Word Processing 1030, Tourism 1010(Grade 9 only).</li> <li>establish an online distributed learning strategy within the authority and accessed through ADLC</li> <li>establish a baseline for <b>home education</b> families by conducting our own surveys of parents. (Note these parents are not surveyed under the accountability pillar)</li> </ul>								

**Outcome 1.3: Children and youth at risk have their needs addressed through effective programs and supports.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	**38.2	19.5	Very Low	Declined Significantly	Concern	37	36	35
<b>Strategies</b> (see note) <ul style="list-style-type: none"> <li>• advertise in local newspapers the availability of an approved accredited senior high program at Hope Christian School</li> <li>• introduce online distributed learning strategy accessed through ADLC</li> <li>• <b><i>offer students of Hope Christian School, including home education students, a \$500.00 scholarship payable upon completion of a their senior high program at Hope Christian School and upon successful registration in an approved post secondary program</i></b> <ul style="list-style-type: none"> <li>○ <b><i>advertise this and all available HCS scholarship programs among home educated students</i></b></li> </ul> </li> <li>• <b><i>have facilitators and congregated site tutors, encourage home education students to complete a senior high program before leaving school</i></b></li> </ul>								
<b>Note: Strategies in bold italics are meant specifically to address “Concern” indicated above.</b>								

**Outcome 1.4: Students complete programs.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	32.8	18.3	Very Low	Maintained	Concern	34	35	36
<b>Strategies</b> (see note) <ul style="list-style-type: none"> <li>• advertise in local newspapers the availability of an approved accredited senior high program at Hope Christian School</li> <li>• introduce online distributed learning strategy accessed through ADLC</li> <li>• <b><i>offer students of Hope Christian School, including home education students, a \$500.00 scholarship payable upon completion of a their senior high program at Hope Christian School and upon successful registration in an approved post secondary program</i></b> <ul style="list-style-type: none"> <li>○ <b><i>advertise this and all HCS scholarship programs among home educated students</i></b></li> </ul> </li> <li>• <b><i>have facilitators and congregated site tutors, encourage home education students to complete a senior high program before leaving school</i></b></li> </ul>								
<b>Note: Strategies in bold italics are meant specifically to address “Concern” indicated above.</b>								

**Goal Two: Excellence in Student Learning Outcomes**  
**Outcome 2.1: Students demonstrate high standards in learner outcomes.**

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	*	51.8	*	*	*			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	*	12.4	*	*	*			
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	*	n/a	*	*	*			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	*	n/a	*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	**10.9	**9.1	Very Low	Maintained	Concern	12	13	14
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	n/a	*	n/a	n/a			
<b>Jan - May 2009 Evaluation</b>						<b>Targets</b>		
Performance Measures	Current Result	Baseline from spring 2008	Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall grade level equivalent change/year of schooling in CAT3 tests for reading and language (Home Education congregated sites)	0.978	0.923				1.0		
<p><b>Strategies</b> (see note)</p> <ul style="list-style-type: none"> <li>conduct special classes to reinforce curriculum outcomes in preparation for achievement tests</li> <li><b><i>offer an additional scholarship award to students writing diploma exams in the amount of \$100.00 x the number of diploma exams written above 3 exams, payable upon notification of attendance in a post secondary education program</i></b></li> <li>institute an SRA reading program to HCS students grades 2 to 5 to enhance and reinforce reading skills</li> <li>reinforce mathematics skills for at risk students at the elementary level by conducting special pull-out classes</li> <li>continue to encourage parents of grade 3 students to permit their children to write achievement tests at our two congregated <b>home education</b> sites (Grassy Lake &amp; Circle Hill)</li> <li>implement an early intervention reading program for home education congregated sites as part of our AISI project</li> <li>reinforce the early intervention reading program by establishing a small library at each of the congregated home education sites (Grassy Lake &amp; Circle Hill)</li> </ul> <p><b>Note: Strategies in bold italics are meant specifically to address “Concern” indicated above.</b></p>								

\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language, Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
- 4) Please note that the rules for Rutherford Scholarships changed in 2008/09, which increased the number of students eligible for Rutherfords. The history for the measure has been re-computed to allow for trends to be identified, however, jurisdictions and schools are not directly accountable for results prior to the “current year” 2008 results – thus, only an evaluation for “Achievement” is provided based upon standards computed for the revised rules.

**Outcome 2.2: Students are well prepared for lifelong learning.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school to post-secondary transition rate of students within six years of entering Grade 10.	16.4	18.2	Very Low	Maintained	Concern			
<p><b>Strategies</b> (see note) examine data to determine the students being included in this measure and explore strategies to improve transition rates (Who are these students?)</p> <ul style="list-style-type: none"> <li>advertise in local newspapers the availability of an approved accredited senior high program at Hope Christian School</li> <li>introduce online distributed learning strategy accessed through ADLC</li> <li><b>offer students of Hope Christian School, including home education students, a \$500.00 scholarship payable upon completion of a their senior high program at Hope Christian School and upon demonstration of successful registration and attendance in an approved post secondary program</b> <ul style="list-style-type: none"> <li>advertise this and all available HCS scholarship programs among home educated and online distributed learning students</li> </ul> </li> <li><b>have facilitators and congregated site tutors, encourage home education students to complete a senior high program before leaving school</b></li> </ul> <p><b>Note: Strategies in bold italics are meant specifically to address “Concern” indicated above.</b></p>								

**Outcome 2.3: Students are well prepared for employment.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	91.7	n/a	Very High	n/a	n/a			
<p><b>Strategies</b> (see note)</p> <ul style="list-style-type: none"> <li>have grades 9-12 students participate in a “Learning Clicks” presentation <ul style="list-style-type: none"> <li>investigate the possibility of scheduling an online synchronous “Learning Clicks” presentation for distributed learning students</li> </ul> </li> <li>encourage enrollment of senior high students in off campus education courses such as work experience and green certificate.</li> </ul>								

**Outcome 2.4: Students model the characteristics of active citizenship.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	78.6	n/a	High	n/a	n/a			
<p><b>Strategies</b> (see note)</p> <ul style="list-style-type: none"> <li>re-establish the student community volunteer program for students (The Samaritan's Group)</li> <li>emphasize citizenship responsibility components of school modules</li> </ul>								

**Goal Three: Success for First Nation, Métis and Inuit (FNMI) Students**

**Outcome 3.1: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.**

<b>Performance Measures</b> [results required to be reported in 2010]
<ul style="list-style-type: none"> <li>• High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.</li> </ul>
<b>Strategies</b> <ul style="list-style-type: none"> <li>• assist students with understanding cultural perspectives by arranging for discussions with an elder familiar with the culture</li> </ul>

**Outcome: Key outcomes for FNMI students improve.**

<b>Performance Measures</b> [results required to be reported in 2010]
<ul style="list-style-type: none"> <li>• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.</li> </ul>
<ul style="list-style-type: none"> <li>• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.</li> </ul>
<ul style="list-style-type: none"> <li>• Annual dropout rate of self-identified FNMI students aged 14-18.</li> </ul>
<ul style="list-style-type: none"> <li>• High school completion rate of self-identified FNMI students (three-year rate).</li> </ul>
<ul style="list-style-type: none"> <li>• Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.</li> </ul>
<ul style="list-style-type: none"> <li>• Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.</li> </ul>
<b>Strategies</b> <ul style="list-style-type: none"> <li>• assist students with understanding cultural perspectives by arranging for discussions with an elder familiar with the culture</li> </ul>

**Goal Four: Highly Responsive and Responsible Jurisdiction**

**Outcome 3.2: The education system at all levels demonstrates effective working relationships.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	90.0	n/a	Very High	n/a	n/a			
<b>Strategies</b> (see note) <ul style="list-style-type: none"> <li>continue to send home regular newsletters</li> <li>continue to make use of parent volunteers in the learning centre</li> <li>introduce a request for parent feedback component into the school newsletter</li> <li>send school newsletter to online distributed learning parents</li> </ul>								

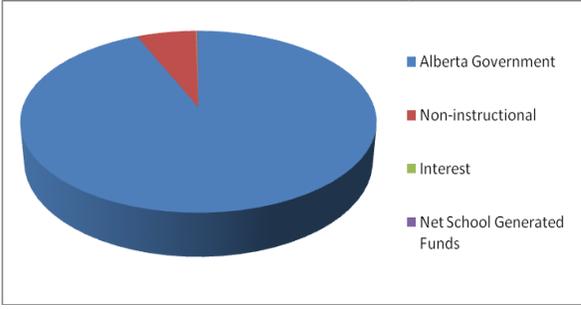
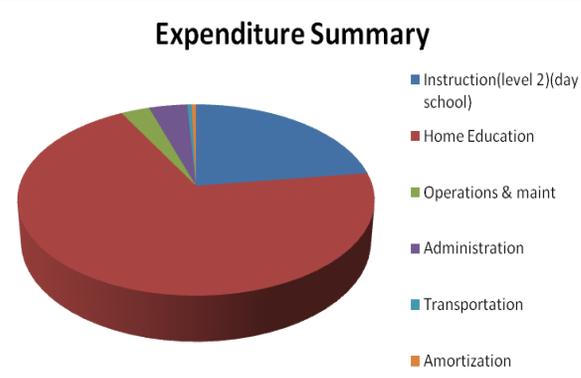
**Outcome 3.3: The education system at all levels demonstrates leadership and continuous improvement.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	72.2	n/a	Intermediate	n/a	n/a			
<b>Strategies</b> (see note) <ul style="list-style-type: none"> <li>establish an online distributed learning division within the authority</li> <li>introduce a request for parent feedback component into the school newsletter</li> </ul>								

**Budget Highlights**

- Hope Christian School is in the process of initiating a distributed learning, mostly online, division in cooperation with Alberta Distance Learning. We are very excited about this prospect and hope it will enhance our existing program, enabling us to also increase the opportunities afforded our students in the regular school program. This will then also have an impact on our financial situation and may bring in additional revenue from other schools or organizations who wish to avail themselves of the additional service we will be offering. This has the potential of increasing our enrolment to levels exceeding our regular school program.
- There are two main guiding principles that influence our financial planning
  - We must provide a budget that allows us to operate with a balance or a surplus
  - The facility is secondary and the student is the primary focus of all planning including budgeting
- At this particular time it is not possible to upload to our website so any information regarding the school budget and the three year plan will be available at the Hope Christian School Office and will be posted to the website at the earliest opportunity
  - A notice will also be sent home to all parents informing them of the availability of the budget and the three year plan at the Hope Christian School Office

**Budget Highlights**

Budget Highlights			Revenue Summary	
			 <p>A 3D pie chart showing the distribution of revenue. The largest slice is blue, representing Alberta Government (93.6%). Other slices include Non-instructional (6.3%), Interest (0.1%), and Net School Generated Funds (0.18%).</p>	
<b>Revenue Summary</b>				
	Amount	Percent		
Alberta Government	1026138	93.6		
Non-instructional	68993	6.3		
Interest	1000	0.1		
Net School Generated Funds	2000	0.18		
<b>Total Revenue</b>	1096131	100.00		
			<b>Expenditure Summary</b>	
			 <p>A 3D pie chart showing the distribution of expenditures. The largest slice is red, representing Home Education (70%). Other slices include Instruction (level 2)(day school) (23%), Operations &amp; maint (3%), Administration (4%), Transportation (0.5%), and Amortization (0.5%).</p>	
<b>Expenditure Summary</b>	Amount	Percent		
Instruction(level 2)(day school)	250805	23		
Home Education	761867	70		
Operations & maint	33000	3		
Administration	44000	4		
Transportation	5000	0.5		
Amortization	5083	0.5		
<b>Total Expenditure</b>	1094755	100.00		

**Highlights of Facility and Capital Plans**

- We have no capital or renewal projects in mind at this time.
- This report will be posted to the Hope Christian School Website (<http://www.hopechristianschool.ca>) and is also available at the Hope Christian School Office.

**Publication and Communication**

- This report will be posted to the Hope Christian School Website (<http://www.hopechristianschool.ca>) and is also available at the Hope Christian School Office.
  - A notice will also be sent home to all parents informing them of the availability of the Three Year Plan and the budget at the Hope Christian School Office