



Prairie Land Public School Division Hope Christian School 2020-2021 Annual Education Results Report

Students will leave Prairie Land Public Schools with the foundational knowledge and skills to live healthy and fulfilling lives.

School communities will take ownership of their learning, engage in authentic, relevant and innovative learning opportunities, while demonstrating active citizenship and leadership.

	Focal Point: Teaching and Learning	Focal Point: Health and Wellness	Focal Point: Culture and Inclusivity	Focal Point: Community and Engagement
Understanding the Context of Prairie Land Public School Division	<p>In Prairie Land Public School Division, teaching and learning involves relevant learning opportunities, authentic assessment and consistent reporting to help students develop foundational knowledge and skills.</p> <p>Teachers use a variety of assessment strategies, providing feedback and other formative assessment techniques designed to promote mastery of learning.</p> <p>Students take ownership for their learning and see themselves as partners in the learning process.</p>	<p>Prairie Land Public School Division is committed to the success and wellbeing for all students, staff and school communities.</p> <p>The Division recognizes that, as a system, a healthy school community is one that supports the wellness of all its members (students, teachers, staff, and parents) and strives to be a healthy setting for living, learning, and working.</p>	<p>Prairie Land Public School Division is committed to the creation of safe, inclusive learning environments where diversity and uniqueness is welcomed and celebrated. All students and staff feel safe, cared for, respected, and that they belong.</p> <p>Learning environments are adapted as necessary to meet individual learner needs, emphasizing continual growth and high expectations for all.</p> <p>As a division, we are committed to fostering a culture of innovation, excellence and an entrepreneurial spirit.</p>	<p>Prairie Land Public School Division believes each school is an integral component of its community. As community hubs, the local public school presents opportunities for cooperation on rural sustainability and growth. As such, students attend schools that are surrounded by the support of local citizens, service clubs, municipal governments and businesses.</p> <p>Through the symbiotic relationships between the school and community, Prairie Land Public School Division is a model of the inherent opportunity in rural education.</p>
Understanding the Context of Hope Christian School	<p>Hope Christian School is an online school which focuses on synchronous and asynchronous teaching. All interactions with students occur through Zoom and our learning management system Canvas. One of our great strengths is the amount of direct live instruction students receive, as all core courses are available in synchronous mode. At HCS, our online students are preparing to become 21st-century learners by developing the following skills: self-directed learning, problem solving, and critical thinking. In the younger grades, parental support is essential but this support becomes less necessary as students transition into higher grades.</p> <p>Hope Christian School also offers a parent-directed home education program. Parents make the decision as to which curriculum and methodology to employ to meet the needs of their children and follow provincial guidelines. This program is monitored by certified teachers contracted by Prairie Land School Division, as required by the government Home Education Regulations. These teachers are required to conduct at least two evaluations of the progress of the students each school year.</p>	<p>HCS' faith-based education focuses on demonstrating and building a caring environment for our students and staff that is in keeping with Biblical principles. In the Bible in Philippians 2:3&4: we are taught to "Do nothing out of selfish ambition or vain conceit, rather in humility value other above yourselves, not looking to your own interests but each of you to the interests of others". We are also taught to "continue to encourage each other and build each other up..." 1Thes.5:11 says "to carry each other's burdens and so fulfill the law of Christ" (Gal. 6:2). This focus on the needs of others will generate a feeling of well-being amongst all staff and students.</p>	<p>Hope Christian School is an alternate Christian faith-based school. That being said, we place no restrictions on students of other belief systems registering with us. We get hundreds of registrations each year from students of all faiths and cultures. These students recognize that they will be taught from our Christian faith-based perspective yet they continue to register in our school. They are welcomed and cared for in our program.</p>	<p>Community and engagement must be addressed differently in the online environment as parents have limited interactions in person with instructors. Therefore, alternative methods must be developed and employed to provide opportunities for this to happen. The majority of parental contact is through electronic means. Teachers and administration will make themselves readily available providing a rapid response to all inquiries by students and parents.</p>
School Strengths & Success	<p>Hope Christian School offers an evangelical faith-based and values-oriented education. Parents who choose to register with us appreciate how a Christian worldview is integrated into all core subjects. Our strong synchronous teaching program promotes interactions and relationships between teachers and students. Our program is continuing to grow as we accept registrations from across the province and around the world.</p>	<p>HCS staff are united in our basic core values which are made apparent to the students in all interactions. Our Christian worldview allows us a common framework from which students can build a positive mental framework. This caring mindset impacts students of all faiths who attend our school.</p>	<p>Hope Christian School accepts registrations from any student regardless of faith. These students feel warmth and inclusivity from the staff and students they encounter. Our online environment allows students of differing needs and abilities to find success through utilizing a variety of learning strategies. We are considered a safe space for many students who have difficulty in the traditional learning environment. Students experiencing anxiety, bullying, or other mental stresses can find acceptance.</p>	<p>In order to increase parental engagement, all of our full-time parents have been given personal access to our learning management system where they can observe and monitor their child's progress. Community engagement in Central Alberta has been achieved through the online/homeschool in-person choir and drama program as well as a summer drama camp.</p>

Divisional Outcome	Provide appropriate pedagogy to ensure continual growth and achievement for all students.	Provide students, staff and families with resources needed to promote wellbeing within the school community.	Provide students, staff and families with a safe and caring environment to which they feel connected.	Provide partners with the opportunity to contribute to student success.
School Outcome(s)	HCS will continue to promote current pedagogy through full-integration and optimal usage of our LMS in all subject areas. Universal Backwards Design will continue to be encouraged as a starting point for the creation of our courses.	Establish a Health and Wellness Committee at Hope Christian School to facilitate physical and mental health in staff and students at HCS through seminars, activities, and professional development activities.	Provide students, staff and families with a safe and caring environment to which they feel connected.	Teachers and administration will provide opportunities for parental contribution to learning activities.
Prairie Land Strategies	<ol style="list-style-type: none"> 1. Prairie Land Professional Development supports teachers as masters of quality assessments as they work with students throughout the learning process to; build successful work habits, develop resilience, and co-construct criteria. 2. Prairie Land will provide authentic classroom opportunities (ie: Project Based Learning) for all students to demonstrate, develop, and assess active citizenship, attitudes, and behaviors which supports students' development while celebrating diversity and developing strong relationships that ensure student achievement and foster the growth of well-adjusted citizens. 3. Prairie Land will effectively communicate development of best practices, programming, learning, and assessment with parents and our school community. 4. Prairie Land will provide a flexible and responsive educational system based on effective assessment and understanding of students' needs. 5. Prairie Land Professional learning provides opportunities to develop understanding and incorporate Indigenous ways of knowing into our classrooms and community. Prairie Land will implement the Truth and Reconciliation Commission of Canada Calls to Action. 	<ol style="list-style-type: none"> 1. Prairie Land staff and students utilize positive physical and mental health practices. 2. Prairie Land will collaborate and build a common language with families to share strategies that help support children in developing and maintaining positive mental health. 3. Schools support students with opportunities to develop & enhance skills for self-regulation, stemming from high expectations for academic achievement: promoting growth mindset and managing stress. 4. Schools will provide opportunities to appreciate and accept diverse cultures; promote growth mindset among Indigenous students and a sense of cultural pride. 	<ol style="list-style-type: none"> 1. Regular accountability by senior administration to school-based administration to ensure non-negotiables are applied and embraced by school staff. 2. Implement developmentally appropriate leadership strategies at all levels of learning. 3. In Prairie Land, we will promote and embrace Indigenous culture in our schools by acknowledging territory, celebrating culture, and teaching history that fosters truth and promotes reconciliation. 	<ol style="list-style-type: none"> 1. In Prairie Land, we believe in open schools and encourage community stakeholders to contribute to programs in our schools.
School Strategies	<ol style="list-style-type: none"> 1. Canvas-directed best practices will be encouraged for course design and all courses will be evaluated using a standard checklist to ensure optimal use of our LMS. 2. HCS tech leader will keep all staff abreast of updates and developments within the Canvas LMS and offer PD as required. 3. HCS will provide UBD professional development opportunities for our staff. 4. All courses will provide a variety of assessment strategies to enhance student learning modalities. 	<ol style="list-style-type: none"> 1. Appoint a teacher volunteer as head of the Health and Wellness Committee and other teachers to support the work. 2. Communicate Health and Wellness suggested activities to all staff members. 3. Make students aware of mental health and wellness activities through homeroom postings. 4. Encourage an active synchronous teaching environment which integrates movement breaks. 	<ol style="list-style-type: none"> 1. Host monthly student community gatherings online for grades 4-9 which focus on enhancing a sense of community and celebrating student success. 2. Contact and engage a First Nations individual to act as a resource person for our school to improve inclusivity and address TRC. 3. Sponsor workshops to address student needs such as test anxiety and learning difficulties. 	<ol style="list-style-type: none"> 1. Teachers and administration will respond to parent emails and calls within 24 hours. 2. Teachers will set up an appointment scheduler so that students and parents have the opportunity to schedule appointments for a variety of tasks, including career counselling, tutoring, exam review, and program planning. 3. Teachers will post available working hours. 4. School-wide newsletters will be published three times per year.
Division Results	<ul style="list-style-type: none"> ● Alberta Education Assurance Surveys <ul style="list-style-type: none"> ○ Education Quality - 91.8% ○ Student Learning Engagement - 86.6% ○ 3 Year High School Completion - 91.1% 	<ul style="list-style-type: none"> ● Family Resource Worker Surveys <ul style="list-style-type: none"> ○ Students develop social competencies - 93.5% ○ Students feel safe at school - 95% ● Alberta Education Assurance Surveys 	<ul style="list-style-type: none"> ● Family Resource Worker Surveys <ul style="list-style-type: none"> ○ Students get support from other people - 92% ○ Students feel safe at school - 95% ● Alberta Education Assurance Surveys 	<ul style="list-style-type: none"> ● Student Focus Interviews - N/A ● Community Engagement Meetings <ul style="list-style-type: none"> ○ 11 online community engagement meetings ○ 500+ participants

	<ul style="list-style-type: none"> ○ 5 Year High School Completion - 96.2% ○ PAT Acceptable - N/A ○ PAT Excellence - N/A ○ Diploma Acceptable - N/A ○ Diploma Excellence - N/A 	<ul style="list-style-type: none"> ○ Welcoming, Caring, Respectful and Safe Learning Environments - 92.4% 	<ul style="list-style-type: none"> ○ Citizenship - 90.2% ○ Access to Supports and Services - 88.3% 	<ul style="list-style-type: none"> ● Alberta Education Assurance Surveys <ul style="list-style-type: none"> ○ Citizenship - 90.2% ○ Parental Involvement - 88.8%
School Results (quantitative & qualitative)	<ul style="list-style-type: none"> ● Alberta Education Assurance Surveys <ul style="list-style-type: none"> ○ Education Quality - 90.0% ○ Student Learning Engagement - 79.1% ○ 3 Year High School Completion - 51.4%* ○ 5 Year High School Completion - 53.6%* ○ PAT Acceptable - N/A ○ PAT Excellence - N/A ○ Diploma Acceptable - N/A ○ Diploma Excellence - N/A <p>*These numbers include home education students who finish high school but do not receive an AB Ed high school diploma*</p>	<ul style="list-style-type: none"> ● Alberta Education Assurance Surveys <ul style="list-style-type: none"> ○ Welcoming, Caring, Respectful and Safe Learning Environments - 92.3% 	<ul style="list-style-type: none"> ● Alberta Education Assurance Surveys <ul style="list-style-type: none"> ○ Citizenship - 89.9% ○ Access to Supports and Services - 84.2% 	<ul style="list-style-type: none"> ● Alberta Education Assurance Surveys <ul style="list-style-type: none"> ○ Citizenship - 89.9% ○ Parental Involvement - 88.9%
School Financial Summary	<ul style="list-style-type: none"> ● Funding Sources <ul style="list-style-type: none"> ○ Total Funded Students (FTE) – ○ Staffing Allocation – \$ ○ Resource Allocation – \$ ○ School Carry Forward – \$ ● Total Estimated Funding – \$ 	<ul style="list-style-type: none"> ● Staffing Detail (FTE) <ul style="list-style-type: none"> ○ Certificated Teachers – ○ Secretarial Staff – ○ Educational Assistants – ○ Librarians – ○ Custodians – ● Total Staffing Complement (FTE) – 	<ul style="list-style-type: none"> ● Operating Budget <ul style="list-style-type: none"> ○ Total Salaries and Benefits – \$ ○ Substitute Teachers – \$ ○ Supplies and Services – \$ ● Total Budget – \$ 	<ul style="list-style-type: none"> ● School Generated Funds <ul style="list-style-type: none"> ○ Account 1 – \$ ○ Account 2 – \$ ○ Account 3 – \$ ○ ● Total School Generated Funds – \$
School Summary	<p>Hope Christian School offers a faith-based, online and homeschool program for Grades 4-12 taught by Christian teachers who integrate a Christian worldview in all subject areas. Solid teacher-student relationships are built through regular synchronous classes which address a variety of student learning modalities through differentiated learning activities and assessments.</p>			