

Annual Education Results Report (AERR) for Parkland Immanuel Christian School

2023-2024 Report



Parkland Immanuel Christian School is a Reformed covenantal school rooted in God's Word and the confessions of the Canadian Reformed Church. Our covenant community will have such harmony and support from its parents, staff and students that it forms a powerful voice glorifying God and demonstrating hope in a broken world. We will continually strive to express our understanding of God's gift of grace and the value of providing consistent instruction between school, church and home.

Mission: To glorify God through Reformed Christian education.

Message from the Board Chair

In 1977, a small community of enthusiastic parents planned, built and opened a little school outside of Edmonton proper, in the County of Parkland. These parents and their supporting church community were committed to quality education that would prepare their children to be ambassadors for Christ and energetic contributors to society.

Much has changed over the years at Parkland Immanuel Christian School: we've grown from a little school with a few teachers and a few dozen students to a vibrant learning institute with 460 students, and 50 teachers and educational assistants. We blossomed from offering foundational core subjects to a learning environment embracing academic excellence; soul-stirring music, band and choir; the beauty of the world of art; the wonder of theatre and performing arts; the discipline of woodworking and construction; and the team-building adrenaline of multi-sport athletics.

Yet behind this growth and diversity, crucial anchors kept us firmly tied to our roots: the ongoing blessings of God; the robust energy of our community volunteers and supporters; and our strong partnership with Alberta Education.

Our relationship with the departments of learning in the Alberta government over the years has helped Parkland Immanuel Christian School continue to be a school of excellence. We continue to plan and partner with Alberta Education in many ways. One such avenue is in the development and delivery of our *Education Plan*, which is an effective blueprint for ongoing quality improvement in teaching our children well.

We remain committed to enhancing the quality of education at PICS and continue to seek ways we could improve. As we work through our *Education Plan*, we will continue to build on our solid foundation.

Foundationally, our *Education Plan* and school-building initiatives are supported by Parkland Immanuel Christian School's Vision and Mission. Linked together, these will continue to guide our efforts to provide strong and effective Christian education to our students, so they can live a life of service to their fellow citizens and to God.

For the Board of Directors,

Laura Veenendaal
President

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for the Canadian Reformed School Society for the 2023/2024 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 Ministerial Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

The Board reviewed and approved this Annual Education Results Report for the 2023/2024 school year on November 19, 2024.

(Original copy signed and on file at school)

Board President

Date Signed

Board Secretary

Date Signed

Foundation Statements and Profile

As noted in the PICS Mission found on the first page of this document, it is the desire of all those involved with the school to create an environment that glorifies God and allows students to *'Learn In Faith Everyday'* (school motto). This catchphrase is underpinned by a strong commitment from school society members, school board, staff and students to base the instruction and activities of the school on the teaching of God's infallible Word.

Parkland Immanuel Christian School has a clearly defined Mission and Mandate that captures this desire to reinforce and inculcate the instruction that occurs in the home and in the Canadian and United Reformed Churches. Our Mission and related outcomes are as follows:

Mission: To Glorify God through Reformed Education

Parkland Immanuel Christian School (PICS) aims to meet the following 5 outcomes:

1. Provide biblical instruction that is faithful to the Word of God as summarized in the Reformed confessions.
2. Develop student growth academically, socially, and spiritually as responsible stewards of their God-given gifts and talents.
3. Ensure a joyful, safe, and engaging environment for students and staff to flourish.
4. Engage the Reformed church community to support Christian education.
5. Promote unity between home, church, and school.

Mandate:

Parents are primarily responsible for the education of their children. In order for education to be most effective, there should be uniformity of purpose and direction between home, school, and church. To achieve this, parents belonging to Canadian Reformed Churches of Edmonton have established a school society and elected a parental board to operate and maintain Parkland Immanuel Christian School. It is the mandate of this board to hire suitable staff to carry out the daily instruction in the school in accordance with the directives of the society and subject to Holy Scriptures, as summarized in the Belgic Confession, Heidelberg Catechism, and Canons of Dort.

Parkland Immanuel Christian School is continuing the work of providing Christian education to children of Reformed believers that first began when PICS opened its doors in 1977. As part of this work, the School Board, administration, and staff continue to work with parents and students to implement strategies that support our vision.

Highlights

School operations ran smoothly in 2023-2024. We were able to focus on our long-term goals and implement a new divisional structure for our school (K-4, 5-8, 9-12). The new building addition was a great complement to our existing facility and gave us the space we needed to re-organize our divisions.

Microsoft Teams continued to prove a useful tool to provide students with reasonable access to instruction and necessary resources. We also continued to make use of the additional learning loss funding to identify at-risk students in lower elementary and provide suitable interventions to address those gaps. Curriculum implementation funding also proved helpful in developing and obtaining necessary resources. We are deeply thankful that we were able to focus on student learning after a few challenging years under Covid.

Extra-curricular events and activities were an additional blessing to our students. Our athletics program is very robust and provides multiple opportunities for our students in soccer, track, cross-country, basketball, volleyball,

and badminton. We also have various student clubs and leadership groups who run activities for students during the school year.

Staff and students used their creative gifts in many other ways. We had an action filled year that celebrated many whole-school community building events. Some highlights included weekly assemblies, Reading Month, Heart Week, (over \$10 000 was raised for the MUFU orphanage in Kenya), Imagination Station Open House, club events, Trouble in Tumbleweed drama production, Band concerts, off-site fieldtrips, and Grandparents Day.

Trends/Issues:

As a school society we have seen significant growth over the last 10 years, although this has slowed in recent years. Recent projections indicate stable enrolment for the next couple of years. The new expansion (6 classroom wing) has addressed the space pressures we've been dealing with over the last 5 years.

The 2023-2024 school year gave us many reasons for thanksgiving. The Lord continues to watch over our school community and we have been richly blessed by Him. To further develop student gifts, increase capacity, and strive for excellence, there are a number of initiatives in progress (see below).

We hope to continue to improve our students' transition to post-secondary and better prepare students for life beyond high school. Our numbers in high school are growing, so opportunities to incorporate a wider range of course and scheduling options will become possible. We continue to evaluate our course offerings and programs to ensure student needs are being met.

We have a growing number of students on IPP's throughout K-12. As these children enter high school we continue to monitor our programming to meet their needs. The school board recently adopted several recommendations provided by an ad-hoc learning assistance sustainability committee.

In general, academic excellence is a key focal point for the Education Committee, the administration and the staff, and new strategies continue to be investigated to improve in this area. We continue to review recent PAT and Diploma data to see how our students are doing in relation to the province. Our personal device policy, implemented before the province mandated restrictions on cell phones, continues to contribute to an effective learning environment.

In the coming years efforts will be centered on reviewing administration structures, staff meeting formats, providing quality transportation to our school community, reviewing the 3 campus model recently adopted (K-4, 5-8, 9-12) and securing qualified staff. We hope to continue with our career and academic counseling programs to encourage students to develop their gifts and talents in service to God and their neighbor.

As we look back upon the past year, and look forward to the next, we ultimately give thanks to our heavenly Father for His goodness towards us. He has blessed us with the time, talents, and resources to continue to run our school, and we will continue to look to Him for all things.

AEA Summary Data

Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 2293 Parkland Immanuel Christian School

Assurance Domain	Measure	Parkland Immanuel Christ Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.7	86.9	87.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	88.2	92.1	92.1	79.4	80.3	80.9	Very High	Declined	Good
	3-year High School Completion	96.2	98.4	96.7	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	91.6	100.0	95.0	88.1	88.6	87.3	High	Maintained	Good
	PAT6: Acceptable	97.1	81.8	81.8	68.5	66.2	66.2	Very High	Improved Significantly	Excellent
	PAT6: Excellence	70.6	33.3	33.3	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	PAT9: Acceptable	92.6	83.9	83.9	62.5	62.6	62.6	Very High	Improved	Excellent
	PAT9: Excellence	25.0	17.7	17.7	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	82.0	81.9	81.9	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	27.9	14.9	14.9	22.6	21.2	21.2	Very High	Improved	Excellent
Teaching & Leading	Education Quality	93.2	94.5	94.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.8	93.8	93.8	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	86.6	87.5	88.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	96.8	98.2	96.8	79.5	79.1	78.9	Very High	Maintained	Excellent

Domain 1: Student Growth and Achievement

Summary Data

Assurance Domain	Measure	Canadian Reformed School Soc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.7	86.9	87.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	88.2	92.1	92.1	79.4	80.3	80.9	Very High	Declined	Good
	3-year High School Completion	96.2	98.4	96.7	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	91.6	100	95.0	88.1	88.6	87.3	High	Maintained	Good
	PAT 6: Acceptable	97.1	81.8	81.8	68.5	66.2	66.2	Very High	Improved Significantly	Excellent
	PAT 6: Excellence	70.6	33.3	33.3	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	PAT 9: Acceptable	92.6	83.9	83.9	62.5	62.6	62.6	Very High	Improved	Excellent
	PAT 9: Excellence	25.0	17.7	17.7	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	82.0	81.9	81.9	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	27.9	14.9	14.9	22.6	21.2	21.2	Very High	Improved	Excellent

Student Learning Engagement Data Summary

Canadian Reformed School Society of Edmonton												Measure Evaluation		
2020		2021		2022		2023		2024						
N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall		

Overall	n/a	n/a	345	88.5	381	87.2	407	86.9	398	84.7	n/a	Maintained	n/a
Parent	n/a	n/a	100	98.0	80	98.3	108	98.1	116	99.7	n/a	Improved	n/a
Student	n/a	n/a	228	67.5	283	65.2	282	66.6	265	64.4	n/a	Maintained	n/a
Teacher	n/a	n/a	17	100.0	18	98.1	17	96.1	17	90.0	n/a	Maintained	n/a

High School Completion Rate Data Summary

	Canadian Reformed School Society of Edmonton										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	21	95.2	18	100.0	21	91.8	38	98.4	24	96.2	Very High	Maintained	Excellent
4 Year Completion	9	83.8	21	97.0	18	100.0	21	91.6	38	97.7	Very High	Maintained	Excellent
5 Year Completion	19	96.1	9	88.2	21	96.9	18	100.0	21	91.6	High	Maintained	Good

Citizenship Data Summary

	Canadian Reformed School Society of Edmonton										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	402	94.6	345	93.3	381	92.1	406	92.1	398	88.2	Very High	Declined	Good
Parent	142	99.3	100	97.2	80	97.7	108	97.0	116	94.5	Very High	Declined	Good
Student	237	85.3	228	84.0	283	81.9	281	80.4	265	72.4	Very High	Declined Significantly	Acceptable
Teacher	23	99.1	17	98.8	18	96.6	17	98.8	17	97.6	Very High	Maintained	Excellent

2024 Achievement Test Results

Subject Area	Acceptable Standard School %	Acceptable Standard Province %	Standard of Excellence School %	Standard of Excellence Province %	Exam average School %	Exam Average Province %	Number of Students
Language Arts 6	NA- Canceled by AB Education						
Language Arts 9	100	69.5	14.7	11.8	72.7	64.8	34
Math 6	NA- Canceled by AB Education						
Math 9	79.4	51.4	14.7	13.7	63.5	56.3	34
Science 6	NA- Students in Grade 6 learned Grade 5 curriculum this year						
Science 9	97.1	66.8	35.3	20.9	75.8	64.2	34
Social Studies 6	97.1	85.7	70.6	20.4	86.8	67.4	33
Social Studies 9	94.1	60	35.3	15.9	75	61.8	34

2024 Diploma Exam Results

Subject Area	Diploma Acceptable Standard School %	Diploma Acceptable Standard Province %	Diploma Standard of Excellence School %	Diploma Standard of Excellence Province %	School awarded mark School	School Awarded mark Province	Dip Exam Mark School	Dip Exam Mark Province	Final Course Mark School	Final Course Mark Province	# of students writing exam
Biology 30	73.1	81.9	34.6	33.3	78.6	77.5	64.7	68.5	74.6	74.9	26
Physics 30	83.3	83.3	50	39.3	80.3	79.9	74.3	69.8	78.3	77	6
Chemistry 30	80	82.9	50	40.7	83.8	79.1	71.2	70.2	80	76.5	10
Math 30-1	100	71.6	40	31.3	88.6	76.4	74	64.6	84.4	73	10
Math 30-2	54.5	70.6	9.1	15.1	73.7	70.1	54.5	59.8	68	67.2	11
English 30-1	89.5	84.4	15.8	9.0	81.4	75.8	67.8	62.5	77.4	71.9	19
English 30-2	Fewer than 6 students wrote this exam, so results cannot be publicly reported on.										
Social Studies 30-1	86.4	85.4	22.7	19.3	78.0	77.2	64.1	65.8	73.8	73.8	22
Social Studies 30-2	Fewer than 6 students wrote this exam, so results cannot be publicly reported on.										

Early Years Literacy and Numeracy Programming 2023/24

Table: Total number of students assessed per Grade for literacy and numeracy in the 2023/ 24 school year:

	Total number of students assessed at the beginning of the school year (Grade 1 in January 2024)	Total number of students identified as being at-risk in literacy or numeracy on these initial assessment(s)	Total number of at-risk students in literacy who received ONLY literacy intervention programming	Total number of at-risk students in numeracy who received ONLY numeracy intervention programming	Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy intervention programming (i.e., the same student received both literacy AND numeracy programming)	Total number of students who remain at-risk in June 2024
Grade 1	32	6	0	6	0	4 (numeracy)
Grade 2	45	10	0	10	0	4 (numeracy)
Grade 3	32	4	0	4	1	3 (numeracy 1 (both))
Grade 4	1	0	n/a	n/a	n/a	0

*n/a= not applicable

Alberta Education approved screening assessments used in 2023/24:

- Numeracy Screening Assessment for Grades 1-3

- Castles and Colheart 3 (CC3) for Grades 1+2
- Letter Name- Sound Assessment (LeNS) for Grades 1-3

Additional in-school screening tool used in Grades 1-3 to measure literacy skills: Fountas and Pinnell.

Summary of Intervention programming in the 2023/24 school year:

Grade 1: no special intervention provided due to lack of funds. Teachers provided in class support as much as possible.

Grade 2: December 4, 2023-January 31, 2024.

2 small student groups receiving numeracy intervention lead by a qualified teacher for a 40-minute block every second day. Working on math sense and math fluency. Re-assessment at the end of intervention cycle. Minimal EA support provided since groups were less than 5 students each.

Grade 3: December 4, 2023-January 31, 2024: Numeracy intervention

1 group of numeracy intervention lead by a qualified teacher for a 40-minute block every second day. Working on math sense and math fluency. Re-assessment at the end of intervention cycle. Consistent EA support in this group of 8 students.

Grade 3: February 26-June 14, 2024: Literacy Intervention

1 group of 5 students lead by 2 educational assistants for a 30-minute block 4 times a week. Working on phonemic awareness and reading fluency (UFLI) and printing (Printing Like a Pro).

Grade 4: 1 student was flagged initially, and teacher worked with her in the classroom and parents at home to catch her up. No special intervention provided.

Table: Intervention Programming and Results 2023/24

	Total number of at-risk students in numeracy who received ONLY numeracy intervention programming	Average months behind grade level for identified at-risk students in numeracy ONLY	Average number of months gained at grade level for students identified at-risk (after intervention) based on final assessments for at-risk students	Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy programming (i.e., the same student received both literacy AND numeracy programming)	Average months behind grade level for identified at-risk students in both literacy AND numeracy	Average number of months gained at grade level for students identified at-risk (after intervention) based on final assessments for at-risk students	Total number of students who remain at -risk in June 2024
Grade 1	6	6 months	6 months	0	n/a	n/a	4 (numeracy)
Grade 2	10	12 months	12 months	0	n/a	n/a	4 (numeracy)
Grade 3	4	12 months	6 months	1	18 months	6 months	3 (numeracy) 1 (both)
Grade 4	0	n/a	n/a	0	n/a	n/a	0

*n/a= not applicable

Summary

God has blessed our students richly! We are thankful that our students used their God-given abilities wisely this past year. Historically most of our students achieve the acceptable standard on government exams and go on to graduate from high school with solid marks. These results can be attributed to strong, engaged families, committed parents, and quality teachers.

	<p>We will continue to support student learning with the strategies outlined below. Our entire school system must continue to work together to support students as they move through the grades and ultimately one day graduate.</p> <p>Students at Parkland Immanuel Christian School are demonstrating active citizenship and are taught the necessary behaviors to be successful. We are thankful to our very committed staff for their efforts in modelling excellent citizenship themselves and encouraging these behaviors in the students under their care.</p> <p>The 2023-2024 results remained strong in the measures recorded above. The decline in citizenship has our attention and appears to be primarily originating from our Grade 4-6 group of students. This could be a result of the myriad of changes students experienced from the re-organization of our school structure into three campuses. Students in middle school (5-8) were the most affected by this, and it will be interesting to see if things bounce back in this year's survey. Solidifying and clearly communicating rules and expectations in the middle school will help provide more stability this year.</p>
<p>School Priorities</p>	<p>Develop and maintain a rigorous academic program in order to promote academic excellence and prepare our graduates for university and careers.</p> <p>Mission outcomes:</p> <ol style="list-style-type: none"> 1. Provide biblical instruction that is faithful to the Word of God as summarized in the Reformed confessions. 2. Develop student growth academically, socially, and spiritually as responsible stewards of their God-given gifts and talents. 3. Ensure a joyful, safe, and engaging environment for students and staff to flourish. <p>Students take several exams in Grades 6-12. Previous survey data indicates that many students do not rely on effective study strategies. Exam cycles were disrupted for several years due to the Covid 19 pandemic. Results on several PAT's (especially Math 9) were unsatisfactory but are trending in a more positive direction based on last year's data.</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> - To improve exam writing skills in our post-secondary students. - To cultivate effective study and academic performance strategies in our students and graduates. - To maintain rate of high school completion and citizenship.
<p>Strategies</p>	<p>Strategies include:</p> <ol style="list-style-type: none"> 1. Communicating exam schedules to parents and students 2. Preparing exam schedules well in advance 3. Reviewing Health curriculum to ensure study skills/strategies and stress management are being taught intentionally to students 4. Ensure exam criteria (length, complexity, question types, Bloom's taxonomy, blueprinting) is followed 5. Administration to review exams and related blueprints with teachers at several points throughout the year 6. Review Diploma/PAT data to identify areas for improvement 6. Survey students on study habits, exams, exam week

	7. Provide opportunities for parents and students to meet with educational staff to review academic performance and areas of growth
FNMI Population	We currently have a small population of self-identified FNMI students. However, consistent with the Freedom of Information and Privacy Act, because our FNMI number of students is fewer than six, we cannot report our results publicly. Our present population of FNMI students is meeting grade level expectations, and the achievement gap with other students is not recognizable. PICS strives to provide all students in our school community with an appropriate knowledge and understanding of various cultures including FNMI. Professional development opportunities have been and will be made available to our teachers through AISCA, school networks, and Alberta Education. Our goal is to foster an environment where we are sensitive to the history and challenges FNMI face, especially because they form an important component of our Canadian heritage and modern society. In our Social Studies program, there is a clear focus on FNMI related content. This program will provide background information on FNMI, and work to break down stereotypes and cultivate an attitude of love and respect for all cultures, including FNMI. This is consistent with our worldview; we believe that all people are created in the image of God, are therefore worthy of respect, and should experience a safe and caring environment.
English Language Supports	We currently have a small population of students who require and receive English language supports. However, consistent with the Freedom of Information and Privacy Act, because our English as a Second Language (EAL) population is fewer than six, we cannot report our results publicly.

Domain Two: Teaching and Leading

Summary Data

Assurance Domain	Measure	Canadian Reformed School Soc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Teaching & Leading	Education Quality	93.2	94.5	94.2	87.6	88.1	88.6	Very High	Maintained	Excellent

Education Quality Data Summary

	Canadian Reformed School Society of Edmonton										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	402	95.7	345	94.7	380	93.9	407	94.5	400	93.2	Very High	Maintained	Excellent
Parent	142	97.4	100	95.0	80	95.4	108	96.3	116	95.7	Very High	Maintained	Excellent
Student	237	91.2	228	90.2	282	86.3	282	87.1	267	85.8	Intermediate	Maintained	Acceptable
Teacher	23	98.5	17	99.0	18	100.0	17	100.0	17	98.0	Very High	Maintained	Excellent

Summary

We have been blessed with talented and qualified educational staff, and as our student numbers continue to grow, the challenge will be to continue to find qualified staff committed to serve our

	<p>school community. We will continue to explore ways to engage with staff and promote a positive collaborative culture at PICS.</p> <p>Educational quality remains high and all stakeholder groups continue to be satisfied with expectations at PICS and student performance.</p>
<p>Professional Learning, Supervision, and Evaluation</p>	<p>Professional development remains a priority to ensure staff receive relevant and effective opportunities to grow and hone their practice. Teachers are required to submit Professional Growth Plans (PGP's) to school administration for review. Administration reviews PGP's to ensure alignment to the Teaching Quality Standard (TQS) and to school priorities where applicable.</p> <p>The administration team regularly visits classrooms to monitor educational programming and provide teachers with feedback on instruction. The school principal and assistant principal maintain a tracking system to record which classrooms were visited when, along with notes on what was observed.</p> <p>As per our Teacher Growth, Supervision, and Evaluation policy, teachers new to our school or teaching under an interim teaching certificate receive an in-depth evaluation from school administration every year.</p> <p>Teachers under permanent contracts receive two formal sit-down meetings each year to review PGP goals, discuss classroom observation notes, and to give opportunity for staff to share concerns, challenges, and successes experienced during the school year.</p>
<p>School Priorities</p>	<p>Maintain a collaborative internal school culture for staff that is God honouring, positive, loving, safe, caring and reflects the school's mission. Enable staff (and students) to thrive and grow.</p> <p>Mission Outcomes</p> <ol style="list-style-type: none"> 1. Provide biblical instruction that is faithful to the Word of God as summarized in the Reformed confessions. 2. Develop student growth academically, socially, and spiritually as responsible stewards of their God-given gifts and talents. 3. Ensure a joyful, safe, and engaging environment for students and staff to flourish.
<p>Outcomes</p>	<ul style="list-style-type: none"> - Establish Professional Learning Communities (PLC's) to promote collective efficacy. - Create a collaborative community within our professional staff to effectively work towards staff growth and student educational success. - In 2024-2025, we will maintain an early dismissal system to give staff time to meet regularly to focus on school priorities, meaningful professional development, and improved student learning.
<p>Strategies</p>	<p>Strategies include:</p> <ol style="list-style-type: none"> 1. Arrange early dismissals and PD days into school calendar 2. Develop protocols and CLEAR goals for early dismissal groups (PLC's) 3. Organize PLC's according to division 4. Ensure PLC goals connect to school goals/priorities 5. Admin presence and regular check-ins with early dismissal groups

	<p>6. Engage in professional development on key topics (Numeracy, Literacy, FNMI history, assessment, Reformed Education, School Culture)</p> <p>7. Meet with staff bi-annually to review PGP's, classroom observation notes, and challenges/opportunities</p>
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Domain Three: Learning Supports

Summary Data

Assurance Domain	Measure	Canadian Reformed School Soc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.8	93.8	93.8	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	86.6	87.5	88.4	79.9	80.6	81.1	n/a	Maintained	n/a

Welcoming, Caring, Respectful and Safe Learning Environments

	Authority										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	345	95.4	381	93.9	406	93.8	399	90.8	n/a	Declined	n/a
Parent	n/a	n/a	100	98.5	80	97.6	108	99.0	116	96.4	n/a	Maintained	n/a
Student	n/a	n/a	228	88.4	283	85.5	281	83.4	266	77.7	n/a	Declined Significantly	n/a
Teacher	n/a	n/a	17	99.2	18	98.4	17	99.2	17	98.3	n/a	Maintained	n/a

Access to Supports and Services Data Summary

	Authority										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	345	92.1	381	89.4	405	87.5	397	86.6	n/a	Maintained	n/a
Parent	n/a	n/a	100	93.6	80	93.0	108	93.4	116	94.3	n/a	Maintained	n/a
Student	n/a	n/a	228	86.3	283	80.8	280	81.1	264	77.2	n/a	Declined	n/a
Teacher	n/a	n/a	17	96.5	18	94.3	17	88.1	17	88.2	n/a	Maintained	n/a

Our school prides itself on the strong collaboration between home and school. When students require additional support academically, socially, and/or behaviourally, staff connect with parents to build a remedial plan. Sometimes,

this plan is a verbal agreement, but oftentimes, when difficulties persist, an Individualized Program Plan is created to specify goals and accommodations for each student that requires this level of intervention. In 2023/24, 15 students received severe disabilities funding requiring extensive support, with another 58 students on an Individualized Plan requiring minimal to moderate support. Through Alberta Education’s Learning Continuum Support Grant extended to AISCA, our school has been able to welcome support from the professionals at Khan Communication Services Inc. The Speech-Language Pathologist, Occupational Therapist, Physical Therapist, and Behavioural Therapist frequent our school to provide support to students and build capacity in staff. They have also been able to provide multi-disciplinary assessments where needed to identify student diagnoses and come up with a plan to provide continued support. Khan consultants have also successfully set up a Chatter program for students with neurodiverse and social communication needs (offered every second week at our school). This program benefited over 20 students from Grades 1-7 and had High School peers as volunteers.

The Learning Assistance Coordinator oversees the programming for students with neurodiverse needs and arranges in-class support for those students who need it most. Educational Assistants provide key support in the classroom to advocate for students and create an inclusive atmosphere in the classroom, in collaboration with the teacher. Collaborative team meetings are held frequently in each division (K-4, 5-8, 9-12) to allow for student discussion and to focus on tiered intervention.

<p>Summary</p>	<p>Our performance measures in the above categories related to Learning Supports have generally been maintained. As a Christian School we value each student and will continue to focus on cultivating an environment of equity and respect.</p> <p>We see all people as created in the image of God, therefore having immense value and worthy of respect. However, it is impossible for a school to exist without strife and conflict. Our school society is committed to promoting positive behavior that reflects a godly manner. The school is very committed to providing a safe and caring environment for all students, regardless of place and station. Conflict is always dealt with in a Biblical manner, with the goal to correct and restore relationships. Christ Himself states that the Great Commandment is to “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: “Love your neighbor as yourself. There is no commandment greater than these.” (Mark 12:30 & 31). We strive to uphold this rule of thumb in all our school’s activities. The above results indicate that the school is achieving a high level of success in this area and that most students feel PICS is a safe and caring environment. Rather than taking the credit ourselves, we give God the praise and honor He deserves.</p> <p>Performance in the above measures remains stable, with a decline in the welcoming, caring, respectful, and safe measure. This decline stems primarily from the Grade 4-6 and 7-9 student measures, in particular how students feel they are treated by other students. This could also be a result of the many changes students experienced with the re-organization of our grades into three divisions. This year we also aim to track student behaviour more closely, clearly communicate expectations, and address issues in a timely manner.</p>
<p>School Priorities</p>	<p>Provide a caring, nurturing, Christian environment where all students are encouraged and given opportunities to use their God-given gifts to the best of their ability.</p> <p>Mission Outcomes</p> <ol style="list-style-type: none"> 1. Develop student growth academically, socially, and spiritually as responsible stewards of their God-given gifts and talents.

	2. Ensure a joyful, safe, and engaging environment for students and staff to flourish.
Outcomes	<ul style="list-style-type: none"> - Review and update Health program - Access AISCA Learning Continuum Support Grant - Implement and monitor IPP's - Apply for SDF funding as required
Strategies	<p>Strategies include:</p> <ol style="list-style-type: none"> 1. Develop a school wide health program. 2. Develop protocols/parameters for supporting students. 3. Continue to leverage AISCA grant and related supports and available consultants. 4. Access funding from Alberta Education. 5. Provide resources and training to staff. 6. Ensure safe and caring attitudes are modeled and encouraged by staff and students. 7. Encourage a positive high school culture by cultivating more leadership and service opportunities (in class, leadership teams, clubs) for students.
FNMI Population	<p>We currently have a small population of self-identified FNMI students. However, consistent with the Freedom of Information and Privacy Act, because our FNMI number of students is fewer than six, we cannot report our results publicly. Our present population of FNMI students is meeting grade level expectations, and the achievement gap with other students is not recognizable. PICS strives to provide all students in our school community with an appropriate knowledge and understanding of various cultures including FNMI. Professional development opportunities have been and will be made available to our teachers through AISCA, school networks, and Alberta Education. Our goal is to foster an environment where we are sensitive to the history and challenges FNMI face, especially because they form an important component of our Canadian heritage and modern society. In our Social Studies program, there is a clear focus on FNMI related content. This program will provide background information on FNMI, and work to break down stereotypes and cultivate an attitude of love and respect for all cultures, including FNMI. This is consistent with our worldview; we believe that all people are created in the image of God, are therefore worthy of respect, and should experience a safe and caring environment.</p>

Domain Four: Governance

Summary Data

Assurance Domain	Measure	Canadian Reformed School Soc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Governance	Parental Involvement	98.2	95.5	97.1	79.1	78.8	80.3	Very High	Maintained	Excellent

Parental Involvement Data Summary

	Authority										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	164	98.8	117	98.8	98	95.5	124	98.2	133	96.8	Very High	Maintained	Excellent
Parent	141	97.6	100	97.6	80	93.1	107	97.6	116	95.9	Very High	Maintained	Excellent
Teacher	23	100.0	17	100.0	18	97.8	17	98.8	17	97.6	Very High	Maintained	Excellent

Summary

Satisfaction has remained high and we continue to receive consistent support from parents and school society members. There are numerous opportunities for our community members to participate in school activities and operations. The School Board continues to monitor and assess its role in this area and meets regularly with the school society to encourage parental involvement. The committees that operate under the Board’s authority also have a large parental presence. The satisfaction level with the quality of education is also very high, which attests to our committed families and highly trained staff members. Parents are regularly involved in planning and assisting with large school events, classroom activities, and extra-curricular programming.

Enrolment growth resulted in space pressures alleviated by the new classroom addition. Expanding the current facility has allowed us to create more capacity and options for the future.

School Priorities

Ensure effective administration and board level leadership and management.

Mission Outcomes

1. Engage the Reformed church community to support Christian education.
2. Promote unity between home, church, and school.

Outcomes

- Transition towards a more governance style board
- Review and improve administrative structure and procedures
- Leverage funds from development project
- Ensure stakeholder engagement

Strategies

Strategies include:

1. The school will continue to provide opportunities for parents to be engaged in school life, such as fieldtrips (virtual and/or in-school, classrooms, whole school functions (Grandparents Day, Open Houses, assemblies), progress reports, P-T Interviews and IPP meetings, society meetings, parent run committees and Board interactions. The percentage of parents satisfied with their involvement in decision-making is very high. Our society is essentially parent-driven, from the Board level to committee work, to volunteers, bus drivers, librarians, maintenance, and staffing.
2. Communication through our school website, weekly newsletters, and our monthly PICS Life edition keep society members informed on school operations.
3. Respond to feedback promptly and appropriately, keeping in line with the school’s mission and vision.

	<ol style="list-style-type: none"> 4. Leverage advice and expertise received from Focused Leadership Group (external consultant). 5. Continue to transition operational items from the board to school administration. 6. Continue to incorporate new roles of Facility Manager and Business Manager into school leadership team to focus on the operational aspects of running a large school.
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Domain Five: Local and Societal Context	
Summary	<p>Over the past 5 years enrolment growth resulted in space pressures. All classrooms were in use and special use areas (Computer lab, library, art room, etc.) were converted into regular use classrooms. Expanding the current facility to accommodate current and future growth was necessary to create more capacity and options for the future.</p> <p>Construction of the first expansion wing was completed August 2023. The addition of 6 classrooms has relieved growth pressures and allowed us to separate students into 3 separate divisions (K-4, 5-8, 9-12).</p>
School Priorities	<p>Provide spaces for students to learn, grow and build one another up, for staff to perform their duties and enjoy their work, and for the Society to be able to come together and share in the joy of school and community activities.</p> <p>Mission Outcomes</p> <ol style="list-style-type: none"> 1. Ensure a joyful, safe, and engaging environment for students and staff to flourish. 2. Engage the Reformed church community to support Christian education. 3. Promote unity between home, church, and school.
Outcomes	<p>School Expansion will:</p> <ul style="list-style-type: none"> - add classrooms (Phase 1)-complete - add gym/kitchen/foyer (Phase 2)- pending a future needs assessment - existing structure renovations (Phase 3)
Strategies	<p>Strategies include:</p> <ol style="list-style-type: none"> 1. Development of 'excess' lands to the west 2. Develop construction timeline for future expansion 3. Engage society at bi-annual meetings 4. Determine space requirements for future years

Year In Review	
Future Challenges	We expect stable enrolment for the next 5 years. Current forecasts will need to be updated in Spring 2025. We will need to ensure additional staffing, space, and resources to continue to provide a high-quality education for our students.
Summary of Financial Results	Along with the generous support of our membership, the Level II funding we received from Alberta Education has enabled us to meet our budget for 2023-2024. The new transportation funding from Alberta education has been a huge blessing to our school society. The additional learning support and curriculum funding has also been helpful in meeting the needs of our students. Included in this report is a copy of our approved budget for the 2024-2025 year, which provides details on our annual revenues and expenses.
Stakeholder Engagement and Assurance (Parental Involvement)	<p>Parents and members are very involved in the running of the school. All of our Board members and committees (Education, Transportation, Personnel, Promotion, Building, Grad, Library, Education, etc.) consist of parents and committed society members. Many parents are active as volunteers, running fundraisers, assisting on field trips, and attending school events.</p> <p>Communication occurs regularly through the school website, weekly newsletters, monthly bulletins, teacher pages, and term report cards. Parent-teacher interviews are well attended, and open houses occur each year to give parents and members opportunities to be involved in school life.</p> <p>The Education Plan and AERR are available on our website and discussed with our community at one of our biannual membership meetings. Parents are provided with copies of our budget results and summaries and are given opportunity to ask questions and provide feedback.</p> <p>Our grade 5-12 students and their parents had consistent access to their grades and progress through Powerschool's 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. Specific information related to course work and assignments is posted regularly on our school website and on Microsoft Teams for students to access.</p> <p>We have been blessed with a very supportive community, and we pray that this commitment may continue in the future.</p>
Timelines and Communication	<p>Communication between home and school occurs regularly via newsletters, bulletins, website resources, society meetings, open houses, report cards, and parent-teacher-student conferences.</p> <p>Every November our school holds its fall membership meeting, where highlights of the Education Plan and the AERR will be shared with the society. Budget reports are also sent to the society in our annual fall and spring meetings. This material is accessible on our website and hard copies are made available to school members.</p>
Whistleblower Protection	Parkland Immanuel Christian School is committed to providing students with the best possible quality learning opportunities in a safe and caring environment characterized by behavior consistent with the school's stated moral and ethical beliefs.

	<p>In this context, the school’s governing board and principal, teachers and other employees, parents and their children, and members of the supporting school community must be assured that their concern about any wrongdoing will be taken seriously in the best interest of the school and all members of its community. Teachers and other employees have the right and obligation to report any wrongdoing.</p> <p>Parkland Immanuel Christian School commits that any disclosure of wrongdoing or alleged wrongdoing reported to the school’s principal will be properly reviewed and investigated and then acted upon by the school, as appropriate. An employee making a disclosure in good faith will be protected against reprisal or other detrimental impacts within the power of the school. A copy of Parkland Immanuel Christian School’s whistleblower policy and procedures is available in the main office and in the staff handbook and in the Board’s Governance Guide.</p> <p>In 2023-2024, this policy was not put into action, as there were no cases where wrong-doing or alleged wrong-doing was reported or disclosed.</p>
Budget Summary	<p>We are very appreciative that Alberta Education continues to provide funds for the operation of our school. Our parents are average tax-payers and hard-working Albertans, and they already make huge sacrifices in order to support Christian education. Increased operational costs continue to affect our budget balance for 2024-2025 and additional revenue will be required to pay for the recent expansion mortgage. Please see the budget summary below. More information can be obtained from the school office.</p>

Audited financial statements from the 2023-2024 school year can be found on the members page on our website. Please contact the office for more information

Private School Authority Code: 9092			
School Code: 2293			
STATEMENT OF OPERATIONS for the Year Ended August 31 (in dollars)			
	AFS 2024	Budget 2024 (NOTE *)	AFS 2023 (NOTE *)
REVENUES			
Alberta Education (excluding Home Education)	\$3,395,040	\$3,132,239	\$2,722,709
Alberta Education - Home Education	\$0	\$0	\$0
Total Alberta Education Revenues	\$3,395,040	\$3,132,239	\$2,722,709
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$1,752,559	\$1,734,504	\$1,437,690
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$0	\$0	\$0
Other sales and services	\$0	\$0	\$0
Interest on investments	\$0	\$0	\$0
Gifts and donations	\$81,169	\$114,249	\$163,908
Amortization of capital allocations	\$156,156	\$0	\$120,564
Other	\$525,535	\$3,040	\$34,810
Total Revenues	\$5,910,459	\$4,984,032	\$4,479,681
EXPENSES			
Home Education	\$0	\$0	\$0
Instruction - ECS	\$138,386	\$136,000	\$136,260
Instruction - Grades 1 to 12	\$3,439,433	\$3,601,366	\$3,255,913
Operations and maintenance	\$786,357	\$359,817	\$498,432
Transportation	\$488,561	\$356,531	\$382,007
Board and System Administration	\$816,341	\$530,318	\$433,738
External services	\$0	\$0	\$0
Total Expenses	\$5,669,078	\$4,984,032	\$4,706,350
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	\$241,381	\$0	(\$226,669)
	\$241,381		

Note: * Input *(Restated) in Budget 2024 and/or AFS 2023 column headings where comparatives are not taken from the respective finalized 2023/2024 Budget Report and/or finalized 2022/2023 Audited Financial Statements.

Private School Authority Code: 9092

School Code: 2293

STATEMENT OF OPERATIONS - Segment Disclosure
for the Year Ending August 31
(in dollars)

	AFS 2024	AFS 2023
	Alberta Education	Alberta Education
<u>REVENUES</u>		
Alberta Education Revenues	\$3,395,040	\$2,722,709
TOTAL REVENUES	\$3,395,040	\$2,722,709
<u>EXPENSES</u>		
Home Education	\$0	\$0
Instruction ECS	\$138,386	\$136,260
Instruction Grades 1 to 12	\$2,428,879	\$2,186,834
Operations and Maintenance	\$270,331	\$251,042
Transportation	\$426,997	\$25,841
Board and System Administration	\$130,447	\$122,732
Other (specify):	\$0	\$0
TOTAL EXPENSES	\$3,395,040	\$2,722,709
Government of Alberta Funds Balance*	\$0	\$0
<small>*Balance represents the difference between revenue received and expenses incurred from Government of Alberta funds. A positive balance represents unspent amounts. This schedule only reports expenditures from the funds received from GOA and therefore the expenses cannot be greater than revenue.</small>		