



Prairie Land Public School Division

Hope Christian School 2023-2024 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	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. Teachers use a variety of assessment strategies, providing feedback and other formative assessment techniques designed to promote mastery of learning. Students take ownership of their learning and see themselves as partners in the learning process.	Prairie Land Public School Division is committed to the success and wellbeing for all students, staff and school communities. 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.	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. Learning environments are adapted as necessary to meet individual learner needs, emphasizing continual growth and high expectations for all. As a division, we are committed to fostering a culture of innovation, excellence and an entrepreneurial spirit.	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. Through the symbiotic relationships between the school and community, the Prairie Land Public School Division is a model of the inherent opportunity in rural education.
Understanding the Context of Hope Christian School	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. 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.	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.	Hope Christian School is an alternate Christian faith-based school. 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.	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.
School Strengths & Success	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	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.	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	In order to increase parental engagement, all 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.

	the world.		experiencing anxiety, bullying, or other mental stresses can find acceptance.	
Divisional Outcome	Provide appropriate pedagogy to ensure continual growth and achievement for all students.	Provide students, staff and families with resources needed to promote well-being 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. HCS high school admin team and teachers will work to reduce the differential between final school marks and diploma exam marks for all diploma exam courses.	Establish a field trip committee for HCS. Encourage all students to participate in field trips to build camaraderie, even in an online setting. Continue to host an in-person graduation for the same reason as above.	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	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 support 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 the 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. 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.	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.	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. 4. Prairie Land will provide flexible and responsive educational programming for individual students based on effective assessment and understanding of students’ needs. 5. In Prairie Land we acknowledge, respect, and celebrate the wide variety of culture and diversity in our schools	1. In Prairie Land, we believe in open schools and encourage community stakeholders to contribute to programs in our schools. 2. Prairie Land will support opportunities for students to engage as active citizens, develop leadership skills, and promote engagement within school and communities.
School Strategies	1. Assessment practices continue to align with those found in diploma examinations. Teachers participate in PL diploma exam assessment workshops. Diploma exam teachers prepare a report identifying areas of strength, areas of weakness and strategies for improvement. Students will be encouraged to take the Excelerator Diploma Preparation Course, and the cost of this course will be offset by HCS and PL. 2. A target for the overall differential between	1. Appoint a teacher volunteer as head of the Health and Wellness Committee and other teachers to support the work. 2. Work together with the family resource worker and project REACH to address health and wellness needs in Grades 1-12. 3. Communicate Health and Wellness suggested activities to all staff members. 4. Make students aware of mental health and	1. Host monthly student community assemblies online for grades 4-9 which focus on enhancing a sense of community and celebrating student success. 2. Host quarterly student community assemblies online for grades 10-12 which focus on enhancing a sense of community. 3. Contact and engage a First Nations individual to act as a resource person for our school to improve inclusivity and address TRC.	1. Teachers and administration will respond to parent emails and calls within one school day. 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.

	diploma exam marks and school final marks will be set at 18%. 3. Asynchronous student assessments will be carried out with Proctortrack to discourage cheating and increase the authenticity of results. 4. High-stakes synchronous student assessments will be carried out with Respondus Lockdown Browser to discourage cheating and increase the authenticity of results. 5. 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. 7. All courses will provide a variety of assessment strategies which will be linked with Alberta Education outcomes to enhance student learning. 8. Strategies to re-engage students, especially in areas like curriculum relevance, extracurricular activities, and personalized learning. PL admin PD practices will be shared and implemented with teachers. 9. PAT Results: We are pleased to see an overall increase in PAT results compared to last year. This year, we will focus on increasing the number of students achieving the standard of excellence by implementing enrichment programs and differentiated instruction to support higher-performing students. We will continue to target areas where students consistently fall below the Acceptable standards.	wellness activities through homeroom postings. 5. Encourage an active synchronous teaching environment which integrates movement breaks. 6. Use the family resource worker and project REACH to address student needs such as test anxiety and learning difficulties.	4. Encourage all Grade 12's to attend in-person graduation.	
Division Results	● Alberta Education Assurance Surveys ○ Education Quality – 89.2% ○ Student Learning Engagement – 84.5% ○ 3 Year High School Completion – 67.3% ○ 5 Year High School Completion – 82.5% ○ PAT Acceptable – 67.7% ○ PAT Excellence – 13.3% ○ Diploma Acceptable – 62.8% ○ Diploma Excellence – 7.6%	● Family Resource Worker Surveys ○ Students develop social competencies - ____% ● Alberta Education Assurance Surveys ○ Welcoming, Caring, Respectful and Safe Learning Environments – 88.0%	● Family Resource Worker Surveys ○ Students get support from other people - ____% ● Alberta Education Assurance Surveys ○ Citizenship – 85.2% ○ Access to Supports and Services – 85.2%	● Student Focus Interviews - N/A ● Community Engagement Meetings ○ 10 community engagement meetings ○ 500+ participants ● Alberta Education Assurance Surveys ○ Citizenship – 85.2% ○ Parental Involvement – 84.1%
School Results (quantitative & qualitative)	● Alberta Education Assurance Surveys ○ Education Quality –93.9% ○ Student Learning Engagement – 86.0% ○ 3 Year High School Completion - 43.5%* ○ 5 Year High School Completion -66.4% ○ PAT Acceptable –58.9%	● Alberta Education Assurance Surveys ○ Welcoming, Caring, Respectful and Safe Learning Environments –93.0%	● Alberta Education Assurance Surveys ○ Citizenship – 90.7% ○ Access to Supports and Services – 86.2%	● Alberta Education Assurance Surveys ○ Citizenship – 90.7% ○ Parental Involvement – 84.9%

	○ PAT Excellence –4.5% ○ Diploma Acceptable - 61.5% ○ Diploma Excellence -8.1% *These numbers include home education students who were registered in grade 10 but do not receive an AB Ed high school diploma*			
School Financial Summary	● Funding Sources ○ Total Funded Students (FTE) – 489 ○ Staffing Allocation – \$2, 777, 489 ○ Resource Allocation – \$956, 531 ○ School Carry Forward – \$124, 854 ● Total Estimated Funding – \$3, 694,224	● Staffing Detail (FTE) ○ Certificated Teachers – 21.00 ○ Secretarial Staff – 3.00 ○ Educational Assistants – 3.00 ○ Librarians – 0 ○ Custodians – 0 ● Total Staffing Complement (FTE) – 27	● Actual Operating Budget ○ Total Salaries and Benefits – \$2, 762, 964 ○ Substitute Teachers – \$20, 000 ○ Supplies and Services – \$903, 400 ● Total Budget – \$4, 003, 463	● School Generated Funds ○ Account 1 – \$ ○ Account 2 – \$ ○ Account 3 – \$ ○ ● Total School Generated Funds – \$
School Summary	Hope Christian School offers a faith-based, online program for grades 4-12 and a homeschool program for grades ECS-12, with Christian teachers who integrate a Christian worldview in all subject areas. In the online environment, solid teacher-student relationships are built through regular synchronous classes which address a variety of student learning modalities through differentiated learning activities and assessments. In addition to our total FTE students, we also had 850 home education students and 625 part-time non-primary students. When considering these numbers, and especially because they can fluctuate dramatically in any given year, it is always a challenge to determine future and even current staffing needs. When numbers are so fluid, it is also a major challenge to keep a running total of how many classes/students each teacher is responsible for, in an effort to distribute the load in an equitable fashion. Cam and Prairie Land central office are aware of this and have been extremely understanding and accommodating regarding our staffing needs. Our staffing went from 20.2 up to 27 FTE in 2023-2024 and has increased to over 30 staff members for this current year. Our EA time is also increasing dramatically as we determine different methods and applications for utilizing aids in the online environment.			