



DRAYTON CHRISTIAN SCHOOL

2025-26 Education Plan

4301 43 St, Drayton Valley, AB T7A 1G2

(780) 542-4495

Acting Principal

Keri Card-Esau

keri.cardesau@wrsd.ca

Vice Principal

Terryl Myrholm-Bonner

terryl.myrholmbonner@wrsd.ca



Drayton Christian School is located in the heart of Drayton Valley, Alberta. We can be found in the new Powerhouse Campus building that just opened in January of 2024. We serve kindergarten to grade eight with an approximate enrollment of 220 students.

We are the home of the Paladins; featuring volleyball, basketball, football, badminton, and intramurals. We have many clubs and options and we introduced E-Sports this school year in collaboration with H.W. Pickup School. We have approximately 220 students.

We believe that providing a safe and caring learning environment is of the utmost importance to our students and staff. We believe that it is our responsibility to ensure that every student knows they are cared for and welcome in our school.

Mission Statement of Drayton Christian School:

We are a learning community that inspires academic success as we emphasize a Biblical worldview through example and instruction, recognizing the Lordship of Jesus in every dimension of life.

Vision Statement of Drayton Christian School:

- DCS will equip students to honour God in everything, to choose lives of integrity and become positive contributors to society.
- DCS will offer a strong Christian program that instills excellence in academics, fine arts and athletics.
- DCS will be a visible light to the community, representing Christ through worship, discipleship and outreach opportunities.

As a Christian alternative program, we partner with Prairie Centre for Christian Education to implement the Teaching for Transformation framework for learning design. Our philosophy is to invite, nurture, and empower each

other to play our part in God's restoration story. We practice beauty creating, creation enjoying, community building, earth keeping, God-worshipping, idolatry discerning, image reflecting, justice-seeking, and order discovering.

Inquiry Question for 2025-26 School Year

During the 2024-25 school year, we focussed on the question of "*What happens when we focus on following Jesus Christ?*"

While this is a laudable question, it is hard to provide data as it is quite open-ended. Our staff have gathered together to look at how we can move our school forward in data driven ways to continue to see growth in our student population.

We embedded time in our schedule so that teams could meet together to study student data and then plan for instruction.

That data that we used included:

- RCAT results
- Level B Testing
- F&P results
- Formative observation
- 2023-2024 Alberta Education Assurance Measures Results

As we move into the next year, we want to become better informed on how to gather data and seek to learn how to utilize data and look for new measures of success and of need. We will begin to share collaborative response with our H.W. Pickup team in grades five through eight for the coming year. Our kindergarten through grade four teams will work in vertical teams.

We will seek to add through collaborative response:

- Student self assessment and peer assessment
- Common assessments created by teacher teams

Our 2025-26 Inquiry Question is as follows:

How can we use both Teaching for Transformation and Collaborative Response frameworks to increase student academic, social and emotional success?

We must have a deeper understanding of both these frameworks and look for intersectionality between them so that we can provide a faith based education that is grounded in data and strong pedagogy.

This will mean getting more in-depth into collecting data in meaningful ways. We plan to:

Work alongside **Prairie Centre for Christian Education** to weave our faith into our curricular planning while also seeking a **deeper understanding of the framework of Collaborative Response.**

We will use the work of Jigsaw Learning to guide our practice as we introduce pre-meeting organizers, meeting agendas, seek out key issues, and;

Powerhouse Team Meetings: (school administration, Family Wellness Workers and ILSTs)

- Begin to gather data from our weekly Powerhouse Team Meeting in which we bring forward students of concern. As we look for solutions to key issues students face, we are now tracking what the measures of success have been as we see student growth.

Behavioral Referrals/Discipline Data:

- **Use:** Identify patterns in student behavior (e.g., aggression, defiance, withdrawal), pinpoint specific times or locations where issues arise, and determine if interventions are effective. This data can reveal underlying emotional struggles.

Teacher Anecdotal Notes/Logs: Documenting observations of student behavior, social interactions, emotional states, and engagement.

- **Use:** Provide rich qualitative data that complements quantitative measures, highlight individual student needs, and inform personalized support plans.

Participation in extracurricular activities/clubs:

- **Use:** Gauge student engagement outside of academics, identify students who may be isolated, and promote opportunities for social connection.

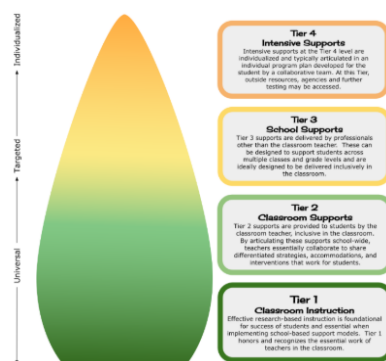
We are looking not to collect data just to say we do, but to collect authentic data that leads to student growth and that helps us ‘improve life chances’ for all students that come through our doors. Our data collection and usage facilitates a direct correlation to **WRSDs Powerful Learning Environment Framework** through:

Connected Outcomes: embedding horizontal and vertical alignment in our Professional Learning Plan and allowing teachers to plan together for scope and sequence.

Balanced Assessment: we have created Instructional Rounds for teachers in CR that allows time to flesh out assessment and reporting that gives feedback to all stakeholders. Parents and students can see both areas of success and areas of growth in new ways.

Purposeful Instruction: Teachers have been able to work on class profiles and then use those profiles to differentiate instruction as well as to provide intervention strategies utilizing division offered supports (Literacy and Numeracy intervention groups) as well as the thoughtful use of Educational Assistants in providing additional support.

Personalized Learning: We utilize CR to inform instruction through data and in the coming school year we will begin to create our Continuum of Supports that encompasses tier one through four supports.



2024-25 School Education Results

We can see we have many areas for growth in our Alberta Education Assurance Measures Results.

Government

Required Alberta Education Assurance Measures - Overall Summary Spring 2025

School: 2289 Drayton Christian School

Assurance Domain	Measure	Drayton Christian School			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	73.1	78.8	79.4	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	61.1	64.0	74.4	79.8	79.4	80.4	Very Low	Declined	Concern
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	63.6	63.6	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	18.2	18.2	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	77.5	80.0	82.6	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	69.7	73.5	82.2	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	69.6	69.3	73.5	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	71.4	61.6	77.6	80.0	79.5	79.1	Low	Maintained	Issue

Areas of improvement are across the board. While the data does seem grim, we have hope that with collaboration and action, we can make steady improvements. We are only limited by our imagination!

Areas of Growth

Student Learning Engagement: As can be seen from the graph below, we only had five parents who participated in the survey so we do not have any data. This will be addressed in Parent Engagement.

S.1 Student Learning Engagement Detail

School: 2289 Drayton Christian School

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Parent - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
The literacy skills your child is learning at school are useful	2021	12	25	75	0	0	0	100
	2022	14	7	86	0	0	7	93
	2023	5	*	*	*	*	*	*
	2024	11	36	55	0	0	9	91
	2025	5	*	*	*	*	*	*
The numeracy skills your child is learning at school are useful	2021	12	17	75	8	0	0	92
	2022	14	7	86	0	7	0	93
	2023	5	*	*	*	*	*	*
	2024	11	36	45	0	0	18	82
	2025	5	*	*	*	*	*	*
Your child is learning what they need to know	2021	12	17	67	8	8	0	83
	2022	13	23	54	15	8	0	77
	2023	5	*	*	*	*	*	*
	2024	11	27	45	18	9	0	73
	2025	5	*	*	*	*	*	*

Teacher input is interesting insofar as 29% of teachers see numeracy as an area of growth. This will be addressed in our Instructional rounds for the next school year so that teachers feel they have more tools to support academic growth. We will work with the division office to bring in relevant professional development opportunities.

S.1 Student Learning Engagement Detail

School: 2289 Drayton Christian School

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your school are learning what they need to know	2021	9	33	67	0	0	0	100
	2022	9	0	89	0	0	11	89
	2023	11	27	73	0	0	0	100
	2024	7	0	86	14	0	0	86
	2025	6	50	33	17	0	0	83
The literacy skills students are learning at your school are useful	2021	9	67	22	11	0	0	89
	2022	10	30	60	10	0	0	90
	2023	11	27	64	9	0	0	91
	2024	7	14	86	0	0	0	100
	2025	7	29	71	0	0	0	100
The numeracy skills students are learning at your school are useful	2021	9	67	33	0	0	0	100
	2022	10	40	60	0	0	0	100
	2023	11	36	64	0	0	0	100
	2024	7	14	86	0	0	0	100
	2025	7	29	43	29	0	0	71

Student input from our grade seven class shows that while students do see some usefulness to their learning, we have some room for improvement. We can look to add more student choice and voice in learning as well as presenting authentic problems that allow students to see themselves as part of the learning rather than the subject of it. We can look at how to enhance connections to the real world as well as create personal relevance to learning. Perhaps if students can answer “Why are we learning this?” then they can see themselves in their education.

S.1 Student Learning Engagement Detail

School: 2289 Drayton Christian School

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Student - Grade 7-9

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me	2021	33	24	58	15	0	3	82
	2022	49	16	61	14	2	6	78
	2023	19	16	58	21	0	5	74
	2024	28	4	54	25	4	14	57
	2025	18	17	44	22	6	11	61
I understand how the mathematics I am learning at school is useful to me	2021	34	15	56	21	0	9	71
	2022	49	27	49	16	2	6	76
	2023	19	16	53	21	5	5	68
	2024	28	11	39	36	4	11	50
	2025	18	11	44	28	11	6	56
I understand how the science I am learning at school is useful to me	2021	34	15	62	12	3	9	76
	2022	49	29	53	8	2	8	82
	2023	18	28	56	17	0	0	83
	2024	28	14	64	11	4	7	79
	2025	18	11	33	11	22	22	44
I understand how the social studies I am learning at school is useful to me	2021	33	15	64	9	3	9	79
	2022	49	8	49	31	0	12	57
	2023	19	16	42	26	5	11	58
	2024	27	4	52	30	4	11	56
	2025	18	17	28	33	11	11	44
The language arts I am learning at school is interesting to me	2021	32	22	47	28	0	3	69
	2022	49	16	49	27	4	4	65
	2023	19	0	58	21	11	11	58
	2024	28	4	43	29	11	14	46
	2025	18	17	39	11	22	11	56
The mathematics I am learning at school is interesting to me	2021	33	6	48	27	12	6	55
	2022	48	21	48	19	8	4	69
	2023	19	11	42	21	21	5	53
	2024	28	11	21	39	14	14	32
	2025	17	12	18	29	35	6	29

Notes:

Citizenship: teachers are seeing a lack of student accountability and this is an area that we are seeking to make immediate improvements in. Students are being held accountable for poor choices and are facing consequences for those choices. We are not simply looking to punish students but rather to teach them why we have rules so that they can understand the purpose.

Student Growth and Achievement



A.6 Citizenship Detail

School: 2289 Drayton Christian School

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students are encouraged at your school to be involved in activities that help the community	2021	9	33	67	0	0	0	100
	2022	10	20	50	20	0	10	70
	2023	11	27	55	9	0	9	82
	2024	7	0	86	0	0	14	86
	2025	7	14	71	14	0	0	86
Students are encouraged at your school to try their best	2021	8	63	38	0	0	0	100
	2022	10	50	50	0	0	0	100
	2023	11	55	45	0	0	0	100
	2024	7	43	57	0	0	0	100
	2025	7	43	57	0	0	0	100
Students at your school follow the rules	2021	9	33	44	22	0	0	78
	2022	10	20	50	30	0	0	70
	2023	11	18	55	9	9	9	73
	2024	7	0	57	43	0	0	57
	2025	6	17	17	67	0	0	33
Students at your school help each other when they can	2021	9	44	56	0	0	0	100
	2022	10	30	60	10	0	0	90
	2023	11	18	82	0	0	0	100
	2024	7	14	71	14	0	0	86
	2025	7	14	71	14	0	0	86
Students at your school respect each other	2021	9	33	56	11	0	0	89
	2022	10	20	70	10	0	0	90
	2023	11	18	55	27	0	0	73
	2024	7	0	43	29	0	29	43
	2025	7	14	57	29	0	0	71

It is interesting to note that students feel the same way. In order to support citizenship, we need to affect change through:

Modelling Citizenship: Teachers and staff can demonstrate the values of good citizenship in their interactions with students, colleagues, and the wider community.

- **Inclusive Environment:** Foster a school culture that values diversity and respects all individuals as image-bearers of God. Encourage students to celebrate their own diverse backgrounds and learn about those of others.
- **Opportunities for Student Voice:** Provide avenues for students to express their ideas and contribute to school decisions, empowering them with a sense of agency and belonging.
- **Daily Practices:** Incorporate discussions about current events, ethical dilemmas, and community involvement into daily routines or morning devotions.

Drayton Christian School is in a time of change insofar that we have been a missional school rather than a school of discipleship. This means that we have many students who are not of a Christian faith background. We also have students who come to us with profound trauma. For many years, DCS has been a school of last resort for families that were not successful in other schools. We lovingly support those students who are in pain while seeking to give them the tools they need to follow the rules, be respectful, and to be kind.

We are also streamlining our enrollment process to encourage more families of faith to join our school. This is one of the ways we are seeking to support citizenship in our school. Our deep hope is to move from a school of last resort to a school of choice.

Grade 4-6 students:

A.6 Citizenship Detail

School: 2289 Drayton Christian School

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Student - Grade 4-6

		N	Yes %	No %	Don't Know %	Top 2 Box %
At school, are you encouraged to try your best	2021	40	93	8	0	93
	2022	47	87	4	9	87
	2023	11	91	0	9	91
	2024	51	90	4	6	90
	2025	22	91	5	5	91
At school, do most students follow the rules	2021	40	60	28	13	60
	2022	48	40	21	40	40
	2023	11	73	18	9	73
	2024	51	37	29	33	37
	2025	22	23	41	36	23
At school, do most students help each other	2021	41	76	0	24	76
	2022	49	67	4	29	67
	2023	11	64	9	27	64
	2024	51	67	16	18	67
	2025	22	50	14	36	50
At school, do most students respect each other	2021	41	54	17	29	54
	2022	49	43	16	41	43
	2023	11	82	0	18	82
	2024	51	47	31	22	47
	2025	22	32	23	45	32

Grade 7 and 8 students:

Government

A.6 Citizenship Detail

School: 2289 Drayton Christian School

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Student - Grade 7-9

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, I am encouraged to get involved in activities that help people in my community	2021	34	35	32	3	3	26	68
	2022	48	27	46	13	0	15	73
	2023	19	16	58	16	0	11	74
	2024	28	14	46	32	4	4	61
	2025	18	11	33	28	22	6	44
At school, I am encouraged to try my best	2021	34	53	41	0	0	6	94
	2022	48	42	44	6	0	8	85
	2023	19	42	42	11	0	5	84
	2024	28	25	50	11	4	11	75
	2025	17	12	59	18	6	6	71
At school, students follow the rules	2021	34	0	62	26	3	9	62
	2022	48	6	50	21	6	17	56
	2023	18	6	33	17	17	28	39
	2024	26	4	19	46	19	12	23
	2025	18	6	17	28	39	11	22
At school, students help each other	2021	34	44	41	6	3	6	85
	2022	48	23	56	13	0	8	79
	2023	18	11	61	11	6	11	72
	2024	28	7	32	21	7	32	39
	2025	17	12	29	18	35	6	41
At school, students respect each other	2021	34	18	65	6	3	9	82
	2022	49	12	53	18	8	8	65
	2023	18	0	44	17	6	33	44
	2024	28	0	36	25	21	18	36
	2025	17	6	29	24	35	6	35

Educational Quality: the data in this graph indicates that stakeholders do not feel the needs for student education are being met in a robust way.

Teaching & Leading

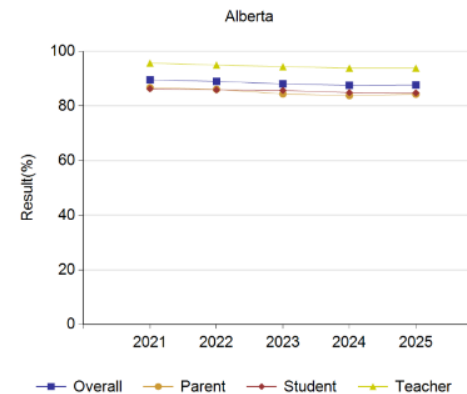
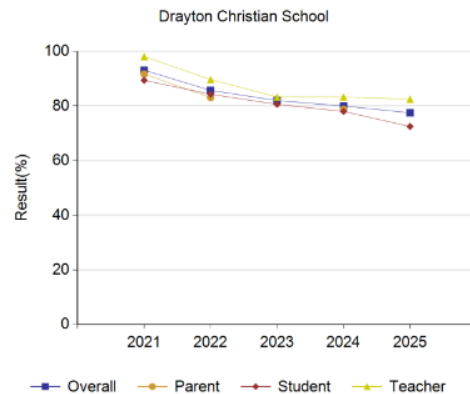
A.4 Education Quality - Measure History

School: 2289 Drayton Christian School

Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Drayton Christian School													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	96	93.1	122	85.7	41	82.0	97	80.0	47	77.5	Very Low	Maintained	Concern	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	12	91.7	14	83.1	5	*	11	78.8	5	*	*	*	*	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	75	89.4	98	84.3	30	80.6	79	78.0	40	72.5	Very Low	Declined	Concern	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	9	98.1	10	89.7	11	83.3	7	83.3	7	82.5	Very Low	Maintained	Concern	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9



Teaching & Leading



A.4 Education Quality Detail

School: 2289 Drayton Christian School

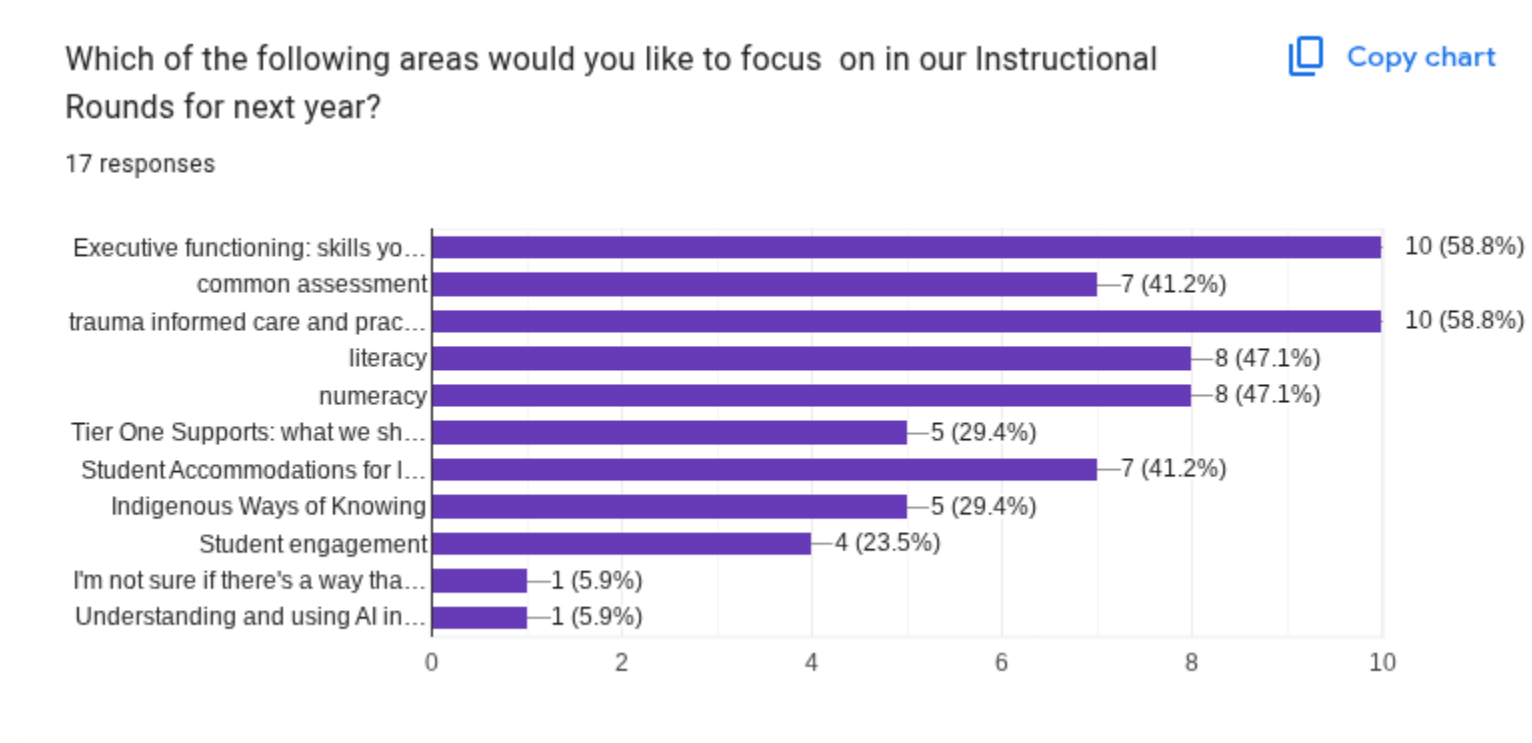
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your school are learning what they need to know	2021	9	33	67	0	0	0	100
	2022	9	0	89	0	0	11	89
	2023	11	27	73	0	0	0	100
	2024	7	0	86	14	0	0	86
	2025	6	50	33	17	0	0	83
Students at your school clearly understand what they are expected to learn at school	2021	9	44	56	0	0	0	100
	2022	9	0	78	11	0	11	78
	2023	11	9	45	36	0	9	55
	2024	7	0	86	14	0	0	86
	2025	7	29	43	29	0	0	71
Students at your school find school work challenging	2021	9	44	56	0	0	0	100
	2022	10	30	70	0	0	0	100
	2023	11	36	55	0	0	9	91
	2024	7	29	57	0	0	14	86
	2025	7	14	86	0	0	0	100
Students at your school find school work interesting	2021	9	22	78	0	0	0	100
	2022	10	10	90	0	0	0	100
	2023	11	0	64	27	0	9	64
	2024	7	0	71	29	0	0	71
	2025	7	14	57	29	0	0	71

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of education students at your school are receiving	2021	9	33	56	11	0	0	89
	2022	10	10	70	20	0	0	80
	2023	11	18	73	9	0	0	91
	2024	7	14	57	29	0	0	71
	2025	6	17	67	17	0	0	83

We will begin to look at supporting teachers by giving them opportunities to ensure students are learning what they need to know, what the expectations are of them, and how to increase student interest in learning through our collaborative processes as well as in our Instructional Rounds. Executive functioning has been listed as a much needed area of professional development for our teachers.



As the chart above indicates, teachers have asked for professional development that will deepen their pedagogical approaches in the classroom, which will lead to an increase in measures across the board.

Welcoming, Caring, Respectful and Safe Learning Environments

The results of feedback in this area require that we look for additional strategies to increase feelings of safety and of caring.

Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

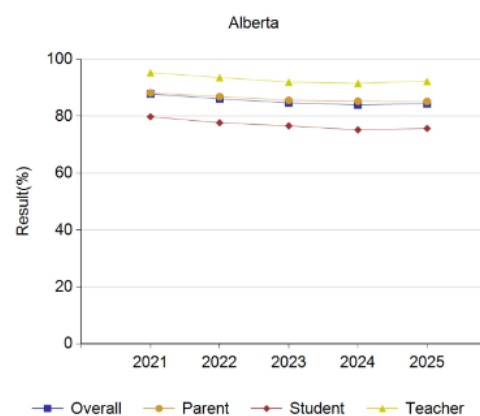
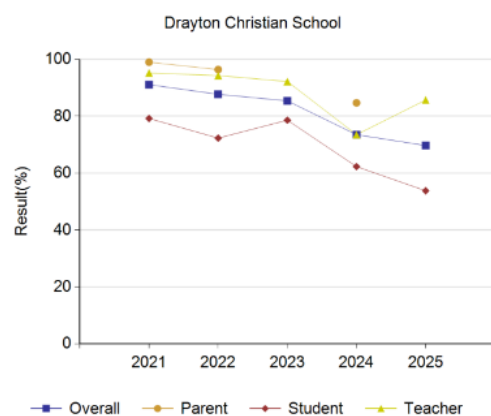
School: 2289 Drayton Christian School

Province: Alberta

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.



	Drayton Christian School													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	96	91.1	123	87.7	41	85.4	97	73.5	47	69.7	Very Low	Declined	Concern	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	12	99.0	14	96.4	5	*	11	84.7	5	*	*	*	*	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	75	79.2	99	72.3	30	78.6	79	62.3	40	53.8	Very Low	Declined	Concern	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	9	95.2	10	94.3	11	92.2	7	73.5	7	85.7	Very Low	Maintained	Concern	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

While we do not have parent data at this time, the teacher data is telling us that we need to find strategies to ensure we are addressing the issues at hand. Teachers believe that 29% of students do not respect each other and that shows up in ways that are hurtful and lead to harm.

Learning Supports



W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Detail

School: 2289 Drayton Christian School

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Bo %
Students are safe at your school	2021	9	44	56	0	0	0	100
	2022	10	20	70	0	0	10	90
	2023	11	27	73	0	0	0	100
	2024	7	14	86	0	0	0	100
	2025	7	14	86	0	0	0	100
Students are safe on the way to and from your school	2021	9	33	56	0	0	11	89
	2022	10	20	60	0	0	20	80
	2023	11	9	91	0	0	0	100
	2024	7	0	57	0	0	43	57
	2025	7	14	71	0	0	14	86
Students are treated fairly by adults at your school	2021	9	78	22	0	0	0	100
	2022	10	30	70	0	0	0	100
	2023	11	45	55	0	0	0	100
	2024	7	43	43	14	0	0	86
	2025	7	57	43	0	0	0	100
Students at your school care about each other	2021	9	44	56	0	0	0	100
	2022	10	40	60	0	0	0	100
	2023	11	18	64	9	0	9	82
	2024	7	29	43	29	0	0	71
	2025	7	14	71	14	0	0	86
Students at your school respect each other	2021	9	33	56	11	0	0	89
	2022	10	20	70	10	0	0	90
	2023	11	18	55	27	0	0	73
	2024	7	0	43	29	0	29	43
	2025	7	14	57	29	0	0	71
Students treat each other well at your school	2021	9	33	56	11	0	0	89
	2022	10	20	80	0	0	0	100
	2023	11	9	82	9	0	0	91
	2024	7	14	43	29	0	14	57
	2025	7	14	43	43	0	0	57

We have increased our discipline measures when students act in ways that are unkind or hurtful but this is clearly not enough. Student data indicates the same sentiments. Here are the stats from grade four, 23 % of students do not feel safe at school. This is not acceptable.

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Detail

School: 2289 Drayton Christian School

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Student - Grade 4-6

		N	Yes %	No %	Don't Know %	Top 2 Box %
Are you treated fairly by the adults at your school	2021	41	83	2	15	83
	2022	49	78	6	16	78
	2023	11	91	9	0	91
	2024	51	69	10	22	69
	2025	22	77	9	14	77
At school, do most students care about each other	2021	41	66	7	27	66
	2022	50	56	2	42	56
	2023	11	82	9	9	82
	2024	51	43	24	33	43
	2025	22	41	18	41	41
At school, do most students respect each other	2021	41	54	17	29	54
	2022	49	43	16	41	43
	2023	11	82	0	18	82
	2024	51	47	31	22	47
	2025	22	32	23	45	32
At school, do you feel like you belong	2021	41	68	22	10	68
	2022	49	69	16	14	69
	2023	11	82	0	18	82
	2024	49	65	14	20	65
	2025	22	68	9	23	68
Do other students treat you well	2021	41	73	12	15	73
	2022	49	73	10	16	73
	2023	11	82	9	9	82
	2024	51	67	14	20	67
	2025	22	59	32	9	59

I would like to look at strategies that promote safe, respectful and caring attitudes before disciplinary action needs to be taken. This will include:

- **Visible staff presence:** increased supervision and accessibility of adults
- **Clear Anti-Bullying and Harassment Policies:**
 - **Explicit Policies:** Develop and consistently enforce clear, school-wide policies against bullying, harassment (including cyberbullying), and discrimination.
 - **Reporting Mechanisms:** Establish multiple, accessible, and confidential ways for students to report bullying or concerns (e.g., trusted adult, anonymous online form, suggestion box).
 - **Follow-Up and Resolution:** Ensure that all reports are taken seriously, investigated promptly, and addressed with appropriate restorative or disciplinary actions, communicating outcomes to affected parties (within privacy guidelines).
 - **Anti-Bullying Programs:** Implement evidence-based anti-bullying programs in conjunction with Family Wellness Workers and Aim for Success

Celebrating Diversity and Inclusivity:

- **Culturally Responsive Teaching:** Ensure curriculum and teaching practices reflect the diverse backgrounds, cultures, and experiences of the student body.
- **Multicultural Events:** Host school-wide events that celebrate different cultures, traditions, and identities within the school community.
- **Inclusive Language:** Promote and model inclusive language among all staff and students.

- **Diverse Representation:** Ensure that school materials, displays, and literature reflect the diversity of the student population.

Access to Supports and Services

Learning Supports

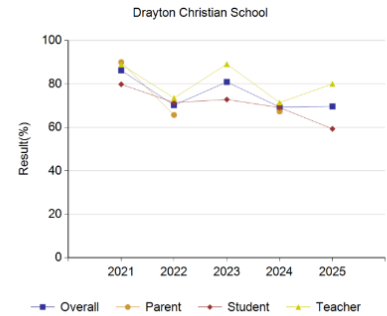
H.1 Access to Supports and Services - Measure History

School: 2289 Drayton Christian School

Province: Alberta

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Drayton Christian School										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	96	86.2	121	70.2	41	80.9	97	69.3	47	69.6	Very Low	Maintained	Concern	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	12	90.0	14	65.7	5	*	11	67.3	5	*	*	*	*	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	75	79.8	97	71.4	30	72.8	79	69.1	40	59.3	Very Low	Declined	Concern	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	9	88.9	10	73.5	11	89.1	7	71.4	7	80.0	Low	Maintained	Issue	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0



Notes:



This is an area of growth that we struggle with in the face of continued cuts to services. We lost educational assistants with the loss of Jordan's Principle cuts and this coming year we will no longer have Connection Coaches for our school either.

While this is an area of growth and we cannot add funds to offer more support and services, we can look at strategies that can maximize the support and services we do have.

For the coming school year, we will meet as a Powerhouse Team once a week. We utilize a pre meeting organizer that allows us to bring forward students of concern and then meet together to discuss and assign action items. We will also continue to utilize the Youth Hub in Drayton Valley to help us access more community resources that can benefit our students.

We are also looking at the creation of a Wellness Room in which EAs can work with our most high need students in a safe learning environment that can meet their needs in an empathetic and compassionate way while maintaining safety for all.

Parental Involvement

Governance

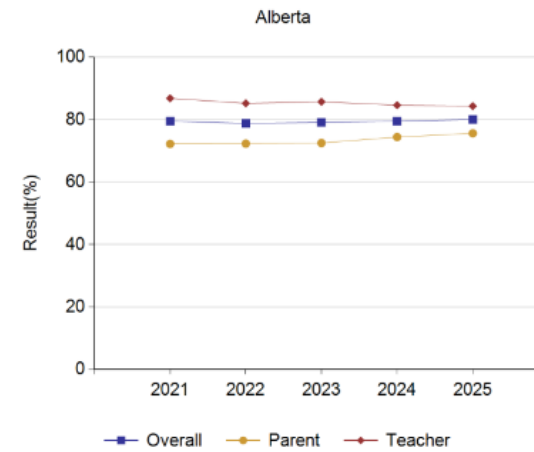
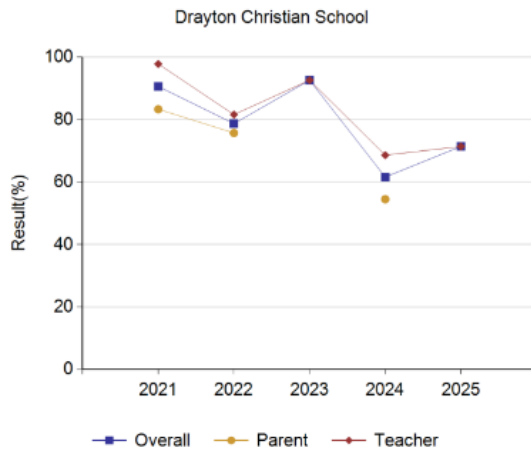
C.1 Parental Involvement - Measure History

School: 2289 Drayton Christian School

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Drayton Christian School													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	21	90.6	24	78.7	11	92.6	18	61.6	7	71.4	Low	Maintained	Issue	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	12	83.3	14	75.7	5	*	11	54.5	5	*	*	*	*	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	9	97.8	10	81.6	11	92.6	7	68.6	7	71.4	Very Low	Maintained	Concern	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3



Notes:

As seen by our lack of parent data, we must look for actionable ways to increase parent engagement. We will pursue the following strategies:

- Monthly parent newsletters
- Sunshine calls to celebrate student success
- Parent engagement events like Welcome Back BBQ and Coffee with the Principal
- Creation of student awards
- DCS school assemblies where parents are invited to see their child receive an award
- Meeting with DCS society to strategize new ideas for increasing parent involvement

First Nation, Metis and Inuit Alberta Education Assurance Results

Required Alberta Education Assurance Measures - Overall Summary

Spring 2025

School: 2289 Drayton Christian School (FNMI)

Assurance Domain	Measure	Drayton Christian School (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	59.8	58.6	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.7	69.4	69.6	n/a	n/a	n/a
	PAT6: Acceptable	n/a	*	n/a	n/a	48.7	47.0	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	n/a	7.3	6.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	41.4	40.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	6.1	5.7	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	76.9	75.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	11.8	11.6	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

I am highly concerned about why we are not seeing any students identifying as Indigenous in our school. With a school of over 200 students, what have we missed? Parent engagement may play a role.

We will:

- Ask for guidance from our Indigenous Director and specialists on what we can do as a school to provide a safe and caring environment for not only our students but their families
- Seek connections with families of our students
- Seeking to showcase Indigenous art, artifacts, land acknowledgements, music and culture so students feel that Drayton Christian School is reflective of who they are
- Provide Indigenous led professional development opportunities for staff
- Host a spring pow wow this year
- Invite Indigenous teachers, artists and authors to our school.

EAL Results: we do not have data in this area at this time.



Required Alberta Education Assurance Measures - Overall Summary Spring 2025

School: 2289 Drayton Christian School (EAL)

Assurance Domain	Measure	Drayton Christian School (EAL)			Alberta (EAL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	73.5	72.0	74.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	85.3	88.1	87.6	n/a	n/a	n/a
	PAT6: Acceptable	n/a	*	n/a	n/a	64.6	65.0	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	n/a	16.5	16.1	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	52.7	54.0	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	10.1	10.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	66.3	66.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	14.0	13.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

Implementation of Strategies

The implementation of our strategies will occur through:

- Embedded CR time when teachers meet to plan and collaborate with H.W. Pickup teachers
- Surveys to teachers to ensure professional learning needs are being met
- District Office support for numeracy, literacy, and inclusive education: Kim Wedman, Jen Lefebvre and Leah Odynski
- Authentic classroom observations
- Visible and present administration
- Instructional professional development rounds for teachers
- Ensuring student voice and choice in matters of learning
- Powerhouse Team Meetings
- Enrolment initiatives
- Pre Planned parent engagement events
- A commitment to parent communication and relationship building
- Administration direction and support
- A robust Professional Learning Plan [2025-26 DCS Professional Learning Plan](#)
- Indigenous team at staff meetings and embedded learning in Professional Learning Plan

Stakeholder Involvement

- This report will be sent to our Parent Council and to DCS Society via email for review and questions. It will then be shared in person at the next meeting.
- This report will be sent to staff via email and then shared in person at the next staff meeting.
- This report will be posted on the DCS website.