



Grande Prairie Christian School

Principal: Travis Fehler

Annual Education Results Report

2021-2022



**Grande Prairie
Public School
Division**
Every Student Succeeds



**GRANDE PRAIRIE
CHRISTIAN
SCHOOL**

www.gppsd.ab.ca/school/gpchristian

   **GPPSD2357**

Grande Prairie Christian School

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Grande Prairie Christian Sch			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	90.6	91.1	n/a	85.1	85.6	n/a
	Citizenship	95.5	95.6	94.5	81.4	83.2	83.1
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6
	PAT: Acceptable	91.2	n/a	84.7	67.3	n/a	73.8
	PAT: Excellence	31.5	n/a	21.8	18.0	n/a	20.6
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0
	Education Quality	97.6	96.6	95.8	89.0	89.6	90.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	98.0	97.9	n/a	86.1	87.8	n/a
	Access to Supports and Services	95.9	93.4	n/a	81.6	82.6	n/a
Governance	Parental Involvement	97.3	93.5	99.2	78.8	79.5	81.5

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures Results

Overall Multi Year Summary



Assurance Domain	Measure	Grande Prairie Christian School				
		2018	2019	2020	2021	2022
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	91.1	90.6
	Citizenship	92.3	94.7	94.3	95.6	95.5
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	89.6	84.7	n/a	n/a	91.2
	PAT: Excellence	23.5	21.8	n/a	n/a	31.5
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
	Education Quality	98	94.6	97	96.6	97.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	97.9	98
	Access to Supports and Services	n/a	n/a	n/a	93.4	95.9
Governance	Parental Involvement	95.8	98.3	100	93.5	97.3

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Our Education Plan is focused on:

Priority 1: Teaching and Learning

Outcome: Classroom teaching emphasizes early literacy strategies to support the learning needs of younger students.

Evidence

At GPCS we have had a history of excellent academic results (see APORI chart above); however, the events of recent history have caused us to revisit our academic programming in our younger grade levels. Last year we shifted our focus to early literacy due to the missing instruction that occurred in the previous 2 years under COVID restrictions. This has been especially evident in our younger students who were impacted during critical times in their school experience. Our Fountas and Pinnell diagnostic reading assessments (below) showed a definite increase in the number of students below grade level for our grade 2 and 3 students during the COVID period, and these numbers are very similar this fall despite the interventions that were in place last year. You can see that our numbers from grade 2 in 21/22 remained similar to that same cohort in grade 3 in 22/23. However, what is not captured in this data is the fact that more than half those students below grade level are new to our school this year, while there only two new students (3% of the total) in those grade levels that are above grade level. If we were only considering the students who received intervention for at least one year in our school the numbers would be much better. We are continuing with our small groups for intervention and have modified the grade levels which it is offered at (three and four) in addition to also offering Math intervention. Our teachers are also utilizing the information and techniques previously used in the intervention groups to improve their teaching in the classroom.

Fountas and Pinnell: Students Below Instructional Grade Level

	Grade 2	Grade 3
2021-2022	27	29
2020-2021	29.25	16.13
2019-2020	5.13	8.0
2018-2019	8.3	8.6

Outcome: Teachers implement strategies to increase student engagement.

Evidence

Our school plans for the last years have had a focus on increasing student engagement especially through utilizing teacher strategies such as gamification. We have been successful in this (see charts below) and are especially happy with our increase in students who feel engaged in learning at school (73% to 90%) according to the Alberta APORI survey. We are continuing professional development for those who still feel need for further learning in this area. In discussions with our staff, school council, and Society Board we have found agreement in the efficacy of this approach for engaging students, especially at the junior high level.

Percentage of Parents, Students and Staff agree:

Percentage of teachers, parents and students who agree that students are engaged in their learning at school.									
	GPC			GPPSD			Province		
	2021	2022		2021	2022		2021	2022	
Overall	91.6	92		86.2	84.0		85.6	85.1	
Parent	100	99		92.9	86.2		89.0	88.7	
Student	73.2	90		69.9	69.6		71.8	71.3	
Teacher	100	100		95.8	96.2		96.0	95.5	

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	GPC	GPPSD	GPC	GPPSD	GPC	GPPSD
There are high expectations for student achievement						
2021	96	93	95	90	100	93
2022	99	94	93	89	100	90
Students are engaged in learning						
2021	96	90	91	83	100	91
2022	99	91	90	81	100	91
Students are engaged at school						
2021	98	95	93	85	100	92
2022	100	95	92	83	100	92
They are satisfied with Teaching & Learning						
2021	97	92	94	87	100	93
2022	99	93	92	85	100	91
They are satisfied with the quality of education						
2021	98	93	96	89	100	92
2022	99	94	95	87	100	91
Overall satisfaction						
2021	97	92	93	86	100	91
2022	99	93	92	85	100	91

Priority: Inclusion

Outcome: Promoting a safe and caring environment for all our students where the spiritual, emotional, and physical well-being of staff and students is supported.

Evidence

One of our primary missions as a Christian school has always been the creation of a safe and caring environment through the spiritual development of our students. We try to achieve this through school structures such as Bible classes, weekly chapels, daily devotions, and ongoing spiritual mentoring throughout the school day. We also recognize the physical needs of our students and have invested heavily in school infrastructure that promotes a healthy and active lifestyle. This includes updates to our playground to increase physical activity such as netting and artificial turf for golf, a hockey rink, 9 square, and Octoball games. At the same time, we have limited student access to personal devices and electronics during the school day to encourage positive social interaction and physical activity. To encourage this, we have added several collaborative indoor activities for our students to experience, including foosball, ping pong, bubble hockey and various board games. We believe that our success in this area is apparent in our survey results below which are consistently well above the provincial average. We were especially happy to see that we increased from 86% to 98% satisfaction from our parents in the area of learner supports. Our staff have been working very hard at this, especially given the influx of new students over the last two years with a variety special needs. Special credit must go to Mrs. Longson (our LST) for her tireless advocacy for students and work in supporting our staff.

Percentage of Parents, Students and Staff agree:

	Parents	Students	Staff
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.			
2021	100	95.2	100
2022	100	96.5	100

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

	GPC		GPPSD		Province	
	2021	2022	2021	2022	2021	2022
Overall	98	98	86.5	82.3	87.8	86.1

Parent	100	100		87.8	80.7		88.2	86.9	
Student	94	95		77.0	75.1		79.8	77.7	
Teacher	100	100		94.9	91.0		95.3	93.6	

Division Assurance Survey – Percentage of parents, students and staff agree that		Parents		Students		Staff	
		GPC	GPPSD	GPC	GPPSD	GPC	GPPSD
Welcoming, Respectful, Safe and Caring and student emotional, physical well-being and mental health is supported							
	2021	98	95	91	82	100	94
	2022	98	95	95	79	100	93
Learner Supports							
	2021	86	84	n/a	n/a	100	89
	2022	98	85	n/a	n/a	100	89
Students learn about citizenship, community, are prepared for life after high school							
	2021	96	93	93	85	100	92
	2022	99	93	90	85	100	91