



# Grande Prairie Christian School

Principal: Travis Fehler

## Annual Education Results Report

2022-2023



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



**GRANDE PRAIRIE  
CHRISTIAN  
SCHOOL**

[www.gppsd.ab.ca/school/gpchristian](http://www.gppsd.ab.ca/school/gpchristian)

   **GPPSD2357**


# Grande Prairie Christian School

## Fall 2023 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   | 88.0                         | 90.6             | 90.6                | 84.4           | 85.1             | 85.1                |
|                                | Citizenship   | 96.1                         | 95.5             | 94.9                | 80.3           | 81.4             | 82.3                |
|                                | 3-year High School Completion   | n/a                          | n/a              | n/a                 | 80.7           | 83.2             | 82.3                |
|                                | 5-year High School Completion   | n/a                          | n/a              | n/a                 | 88.6           | 87.1             | 86.2                |
|                                | PAT: Acceptable   | 85.4                         | 90.1             | n/a                 | 63.3           | 64.3             | n/a                 |
|                                | PAT: Excellence   | 26.8                         | 30.6             | n/a                 | 16.0           | 17.7             | n/a                 |
|                                | Diploma: Acceptable   | n/a                          | n/a              | n/a                 | n/a            | 75.2             | n/a                 |
|                                | Diploma: Excellence   | n/a                          | n/a              | n/a                 | n/a            | 18.2             | n/a                 |
| Teaching & Leading             | Education Quality   | 93.6                         | 97.6             | 97.3                | 88.1           | 89.0             | 89.7                |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 96.2                         | 98.0             | 98.0                | 84.7           | 86.1             | 86.1                |
|                                | Access to Supports and Services                                       | 91.6                         | 95.9             | 95.9                | 80.6           | 81.6             | 81.6                |
| Governance                     | Parental Involvement  | 86.0                         | 97.3             | 98.7                | 79.1           | 78.8             | 80.3                |

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 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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   |      |      |      |      |
|  |   | 2019  | 2020 | 2021 | 2022 | 2023 |
| Student Growth and Achievement               | Student Learning Engagement   | n/a   | n/a  | 91.1 | 90.6 | 88   |
|  | Citizenship   | 94.7  | 94.3 | 95.6 | 95.5 | 96.1 |
|  | 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   | 84.7  | n/a  | n/a  | 91.2 | 85.4 |
|  | PAT: Excellence   | 21.8  | n/a  | n/a  | 31.5 | 26.8 |
|  | Diploma: Acceptable   | n/a   | n/a  | n/a  | n/a  | n/a  |
|  | Diploma: Excellence   | n/a   | n/a  | n/a  | n/a  | n/a  |
| Teaching & Leading                           | Education Quality   | 94.6  | 97   | 96.6 | 97.6 | 93.6 |
| Learning Supports                            | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a   | n/a  | 97.9 | 98   | 96.2 |
|  | Access to Supports and Services                                       | n/a   | n/a  | 93.4 | 95.9 | 91.6 |
| Governance                                   | Parental Involvement  | 98.3  | 100  | 93.5 | 97.3 | 86   |

| 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). In the last couple of years, we shifted our focus to early literacy and numeracy due to the missing instruction that occurred 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) show a decrease in the number of students below instructional level for grade 2 and in grade 3. The grade 3 results are especially promising as those numbers are nearly a ten percent improvement on the results of the same cohort of students from their previous year's results. However, what is not captured in this data is the fact that more than half those students below grade level in grade 2 were new to our school last year, while there were only three new students in grade 2 that are above grade level. We are continuing with our small groups for intervention. Our teachers are also utilizing the information and techniques previously used in the intervention groups to improve their teaching in the classroom. With the enormous amount of enrolment growth, we have seen, and continue to see- especially from outside of the province, we expect that providing intervention for students new to our school will continue to be a focus.

### Fountas and Pinnell: Students Below Instructional Grade Level

|           | Grade 2     | Grade 3     |
|-----------|-------------|-------------|
| 2022-2023 | <b>20.5</b> | <b>18.6</b> |
| 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 saw a drop in our parent results in this area in the APORI surveys but are unsure if this is an actual trend as we had only 11 respondents to this question on the provincial survey and our division surveys (seven times higher participation rate) show 97% of parents satisfied in this area. We are continuing professional development for those who still feel the 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        | 2023        | 2021  | 2022 | 2023 | 2021     | 2022 | 2023 |
| Overall   | <b>91.6</b> | <b>92</b>   | <b>88</b>   | 86.2  | 84.0 | 81.7 | 85.6     | 85.1 | 84.4 |
| Parent  | <b>100</b>  | <b>99</b>   | <b>84.4</b> | 92.9  | 86.2 | 83.6 | 89.0     | 88.7 | 87.3 |
| Student   | <b>73.2</b> | <b>71.9</b> | <b>79.6</b> | 69.9  | 69.6 | 68   | 71.8     | 71.3 | 70.9 |
| Teacher   | <b>100</b>  | <b>100</b>  | <b>100</b>  | 95.8  | 96.2 | 93.5 | 96.0     | 95.5 | 95.1 |

| 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   | <b>96</b>  | 93    | <b>95</b> | 90    | <b>100</b> | 93    |
| 2022   | <b>99</b>  | 94    | <b>93</b> | 89    | <b>100</b> | 90    |
| 2023   | <b>97</b>  | 90    | <b>95</b> | 90    | <b>100</b> | 89    |
| Students are engaged in learning   |            |       |           |       |            |       |
| 2021   | <b>96</b>  | 90    | <b>91</b> | 83    | <b>100</b> | 91    |
| 2022   | <b>99</b>  | 91    | <b>90</b> | 81    | <b>100</b> | 91    |
| 2023   | <b>97</b>  | 90    | <b>91</b> | 82    | <b>100</b> | 93    |
| Students are engaged at school   |            |       |           |       |            |       |
| 2021   | <b>98</b>  | 95    | <b>93</b> | 85    | <b>100</b> | 92    |
| 2022   | <b>100</b> | 95    | <b>92</b> | 83    | <b>100</b> | 92    |
| 2023   | <b>99</b>  | 93    | <b>93</b> | 84    | <b>100</b> | 92    |
| They are satisfied with Teaching & Learning                                      |            |       |           |       |            |       |
| 2021   | <b>97</b>  | 92    | <b>94</b> | 87    | <b>100</b> | 93    |
| 2022   | <b>99</b>  | 93    | <b>92</b> | 85    | <b>100</b> | 91    |
| 2023   | <b>97</b>  | 90    | <b>93</b> | 86    | <b>100</b> | 91    |
| They are satisfied with the quality of education                                 |            |       |           |       |            |       |

|                      |      |           |    |           |    |            |    |
|----------------------|------|-----------|----|-----------|----|------------|----|
|                      | 2021 | <b>98</b> | 93 | <b>96</b> | 89 | <b>100</b> | 92 |
|                      | 2022 | <b>99</b> | 94 | <b>95</b> | 87 | <b>100</b> | 91 |
|                      | 2023 | <b>98</b> | 91 | <b>94</b> | 88 | <b>100</b> | 91 |
| Overall satisfaction |      |           |    |           |    |            |    |
|                      | 2021 | <b>97</b> | 92 | <b>93</b> | 86 | <b>100</b> | 91 |
|                      | 2022 | <b>99</b> | 93 | <b>92</b> | 85 | <b>100</b> | 91 |
|                      | 2023 | <b>98</b> | 91 | <b>97</b> | 84 | <b>100</b> | 92 |

## 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 mission 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 have maintained our increase in 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   |
| 2023   | 100     | 94       | 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       | 2023        | 2021  | 2022 | 2023 | 2021     | 2022 | 2023 |
| Overall | <b>98</b>  | <b>98</b>  | <b>97.4</b> | 86.5  | 82.3 | 82.4 | 87.8     | 86.1 | 84.7 |
| Parent  | <b>100</b> | <b>100</b> | <b>96.3</b> | 87.8  | 80.7 | 82.4 | 88.2     | 86.9 | 85.6 |
| Student | <b>94</b>  | <b>95</b>  | <b>96</b>   | 77.0  | 75.1 | 74.1 | 79.8     | 77.7 | 76.6 |
| Teacher | <b>100</b> | <b>100</b> | <b>100</b>  | 94.9  | 91.0 | 90.7 | 95.3     | 93.6 | 92.0 |

| 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   | <b>98</b>  | 95    | <b>91</b> | 82    | <b>100</b> | 94    |
| 2022   | <b>98</b>  | 95    | <b>95</b> | 79    | <b>100</b> | 93    |
| 2023   | <b>100</b> | 93    | <b>96</b> | 81    | <b>100</b> | 93    |
| Learner Supports   |            |       |           |       |            |       |
| 2021   | <b>86</b>  | 84    | n/a       | n/a   | <b>100</b> | 89    |
| 2022   | <b>98</b>  | 85    | n/a       | n/a   | <b>100</b> | 89    |
| 2023   | <b>97</b>  | 83    | n/a       | n/a   | <b>100</b> | 90    |
| Students learn about citizenship, community, are prepared for life after high school                             |            |       |           |       |            |       |
| 2021   | <b>96</b>  | 93    | <b>93</b> | 85    | <b>100</b> | 92    |
| 2022   | <b>99</b>  | 93    | <b>90</b> | 85    | <b>100</b> | 91    |
| 2023   | <b>95</b>  | 91    | <b>93</b> | 86    | <b>100</b> | 93    |