



Grande Prairie Christian School

Principal: Travis Fehler

Annual Education Results Report

2023-2024



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



**GRANDE PRAIRIE
CHRISTIAN
SCHOOL**

www.gppsd.ab.ca/school/gpchristian

   **GPPSD2357**

Grande Prairie Christian School


Fall 2024 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	93.1	88.0	89.3	83.7	84.4	84.8
	Citizenship	95.4	96.1	95.8	79.4	80.3	80.9
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3
	PAT6: Acceptable	88.1	88.1	88.1	68.5	66.2	66.2
	PAT6: Excellence	38.1	42.9	42.9	19.8	18.0	18.0
	PAT9: Acceptable	95.0	82.5	82.5	62.5	62.6	62.6
	PAT9: Excellence	39.2	10.0	10.0	15.4	15.5	15.5
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	
Teaching & Leading	Education Quality	96.8	93.6	95.6	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.7	96.2	97.1	84.0	84.7	85.4
	Access to Supports and Services	95.6	91.6	93.8	79.9	80.6	81.1
Governance	Parental Involvement	93.7	86.0	91.7	79.5	79.1	78.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

Fall 2024 AEA 5 Year Comparison

Alberta Education Assurance Measures Results		Grande Prairie Christian School				
Overall Multi Year Summary						
Assurance Domain	Measure	2020	2021	2022	2023	2024
		Student Growth and Achievement	Student Learning Engagement	n/a	91.1	90.6
Citizenship	94.3		95.6	95.5	96.1	95.4
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
PAT6: Acceptable	n/a		n/a	91.2	85.4	88.1
PAT6: Excellence	n/a		n/a	31.5	26.8	38.1
PAT9: Acceptable						95
PAT9: Excellence						39.2
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	97	96.6	97.6	93.6	96.8
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	97.9	98	96.2	95.7
	Access to Supports and Services	n/a	93.4	95.9	91.6	95.6
Governance	Parental Involvement	100	93.5	97.3	86	93.7

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 a strong track record of achieving excellent academic results, as illustrated in the APORI chart above. In recent years, we have redirected our focus towards early literacy, addressing the instructional gaps that arose during the COVID-19 restrictions. This shift has been particularly crucial for our younger students, who were significantly affected during critical phases of their educational journey.

Our Fountas and Pinnell diagnostic reading assessments (detailed below) indicate some inconsistencies in literacy performance, which may be attributed to the influx of new students who are currently performing below grade-level standards. To address these challenges, we are continuing to implement small group interventions. Additionally, our educators are leveraging insights and techniques from previous intervention groups to enhance classroom instruction. Moving forward, our emphasis will be on intentional planning to develop optimum assessment strategies across all grade levels.

Fountas and Pinnell: Students Below Instructional Grade Level

	Grade 1	Grade 2	Grade 3
2023-2024	18.18	27.78	22.5
2022-2023	20.75	31.43	18.18
2021-2022	6.67	17.95	14.71
2020-2021	17.07	16.13	13.51
2019-2020	5.41	5.13	8.33
2018-2019	14.29	8.33	8.57

Outcome: Teachers implement strategies to increase student engagement.

Evidence

Over the past three years, our school's strategic plans have concentrated on enhancing student engagement, particularly through the implementation of teacher strategies such as gamification. Following an atypical year, our parent feedback from the APORI surveys has returned to our customary high levels, and we have observed improvements across all subsets in our division assurance survey.

In discussions with our staff, school council, and Society Board, there is a consensus regarding the effectiveness of this approach in engaging students, especially at the junior high level. As a result, we are prepared to transition from this goal in our next planning cycle.

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	2024	2021	2022	2023	2024	2021	2022	2023	2024
Overall	91.6	92.0	88.0	93.1	86.2	84.0	81.7	82.2	85.6	85.1	84.4	83.7
Parent	100	99	84.4	100	92.9	86.2	83.6	83.9	89.0	88.7	87.3	86.7
Student	73.2	71.9	79.6	79.4	69.9	69.6	68	68.6	71.8	71.3	70.9	69.3
Teacher	100	100	100	100	95.8	96.2	93.5	94.1	96.0	95.5	95.1	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	96	93	95	90	100	93
2022	99	94	93	89	100	90
2023	97	90	95	90	100	89
2024	99	90	94	90	100	88
Students are engaged in learning						
2021	96	90	91	83	100	91
2022	99	91	90	81	100	91
2023	97	90	91	82	100	93
2024	96	87	90	82	100	93
Students are engaged at school						

	2021	98	95	93	85	100	92
	2022	100	95	92	83	100	92
	2023	99	93	93	84	100	92
	2024	99	91	92	84	100	92
They are satisfied with Teaching & Learning							
	2021	97	92	94	87	100	93
	2022	99	93	92	85	100	91
	2023	97	90	93	86	100	91
	2024	98	89	92	86	100	91
They are satisfied with the quality of education							
	2021	98	93	96	89	100	92
	2022	99	94	95	87	100	91
	2023	98	91	94	88	100	91
	2024	98	90	93	87	100	90
Overall satisfaction							
	2021	97	92	93	86	100	91
	2022	99	93	92	85	100	91
	2023	98	91	97	84	100	92
	2024	98	89	92	85	99	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

At our Christian school, one of our core objectives has always been to foster a safe and nurturing environment that supports the spiritual development of our students. We actively pursue this goal through a variety of initiatives, including Bible classes, weekly chapels, daily devotions, and continuous spiritual mentoring throughout the school day.

In addition to spiritual growth, we are committed to addressing the physical needs of our students. We have made significant investments in our school infrastructure to promote a healthy and active lifestyle. Recent enhancements to our playground include netting and artificial turf for golf, a hockey rink, a 9-square court, a new playground in our north parking lot, and Octoball games. Furthermore, we have intentionally limited student access to personal devices and electronics during the school day to encourage positive social interactions and physical activity, in line with provincial regulations.

To support this initiative, we have introduced several collaborative indoor activities, such as foosball, ping pong, bubble hockey, and various board games.

Our efforts in creating a safe and engaging environment are reflected in our survey results, which consistently exceed the provincial average. We are pleased to note that 99 percent of our parents view our school as a safe and caring place. Our dedicated staff have worked diligently to achieve this, especially in light of the influx of new students over the past three years from schools with diverse cultures.

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	99	92	100
2024	99	92	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	2024	2021	2022	2023	2024	2021	2022	2023	2024
Overall	98	98	97.4	95.7	86.5	82.3	82.4	81.5	87.8	86.1	84.7	84.0
Parent	100	100	96.3	100	87.8	80.7	82.4	81.6	88.2	86.9	85.6	85.3
Student	94	95	96	88.1	77.0	75.1	74.1	73.4	79.8	77.7	76.6	75.2
Teacher	100	100	100	99	94.9	91.0	90.7	89.5	95.3	93.6	92.0	91.6

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	91	79	100	93
2023	100	93	92	81	100	93
2024	99	92	90	81	100	93
Learner Supports						
2021	86	84	n/a	n/a	100	89
2022	98	85	n/a	n/a	100	89

	2023	97	83	n/a	n/a	100	90
	2024	n/a	74	n/a	n/a	100	91
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
	2023	98	91	93	86	100	93
	2024	98	90	92	85	100	92