

**2017 -18 ANNUAL EDUCATION
RESULTS REPORT AND 3-YEAR
EDUCATION PLAN**



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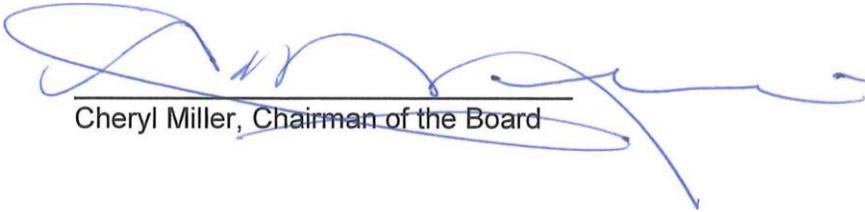
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Accountability Statement

The Annual Education Results Report for 2017-18 school year and the Education Plan for the three years commencing Sept 1, 2018 for Glenmore Christian Academy Educational Society were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the

Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year on and the three-year Education plan for 2018-2021 on November 23, 2018.



Cheryl Miller, Chairman of the Board

Our Mission:

Teach Truth, Inspire Excellence, Experience Christ, Serve Through Love

Our Vision & Core Values:

TEACH TRUTH

- Foster an understanding that God is the author of all truth
- Impart knowledge within the framework of Biblical principles¹
- Equip students to discern and engage with confidence

“Guide me in your truth and teach me, for you are God my Saviour, and my hope is in You all day long.” Psalm 25:5

INSPIRE EXCELLENCE

- Deliver exceptional academic and extracurricular programs
- Promote critical thinking, a strong work ethic, independence and resilience
- Discover potential, celebrating the unique gifts and talents God bestows

“So... whatever you do, do it all for the glory of God.” 1 Corinthians 10:31

EXPERIENCE CHRIST

- Nurture grace centered, transformative relationships with Christ
- Reveal the beauty and worth of life rooted in prayer and worship
- Encourage responsive discipleship

Jesus told him, “I am the way, the truth, and the life. No one can come to the Father except through me.” John 14:6

SERVE THROUGH LOVE

- Value others with love and compassion
- Instill a passion to serve
- Engage in local and global service opportunities

“A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another.” John 13:34-35

Glenmore Christian Academy as an Organization

In 1980, the vision of Dr. Wendell K. Grout for a Christian school materialized. His vision was for a school in the community that would combine a strong academic program and an equally strong Biblical focus on truth, lifestyles and values. Glenmore Christian Academy's humble beginning was in the basement of First Alliance Church, our founding church. As a ministry of First Alliance Church, the school has grown and matured through many amazing historical events into the organization it is today. As a ministry of First Alliance Church, we have the benefit of connecting with a church body that provides a spiritual covering to the school ensuring the values and mission of the school remain consistent, strong and uncompromised.

The GCA Educational Society, which was formed in 1989, is the Elders of First Alliance Church who are elected by the members of First Alliance Church. Their role is to provide a spiritual covering over the school, and set the spiritual direction of the school ensuring it is aligned with the values of the church. They appoint the Board of Directors and hold the directors accountable financially as well as with managing the vision and mandate of the school. At least one Elder and Pastor from the church is appointed to the Board of Directors and there are updates provided from the school on a monthly basis. There are two formal meetings each year. One is for the Elders to receive and approve the audited year end financials and re-constitute the board. The other is a mid-year update where the draft budget is shared as well as other school and board updates.

The GCA Board of Directors is a group of 5-12 people appointed by the GCA Educational Society to govern school policies and practices, plan for the future of the school through a strategic plan, approve the annual budget, receive quarterly statements, and receive the year-end audited statement. The Board of Directors provides a formal report to the Educational Society twice per year and informally throughout the year.

The Board of Directors hires the Head of School who is responsible for all of the operations of the school. Taking the board-developed and approved strategic plan, the Head of School works with a team to ensure appropriate goals are set and creatively reached.

The Principals are responsible for overseeing the successful implementation of all aspects of the academic programming for students at the school. As instructional leaders, the principals model, mentor and shape the effective delivery of academics at the school that are fully integrated with Biblical teaching. Principals are held accountable to ensure the academic programming at the school is in line with the school vision and meeting the requirements as determined by Alberta Education and the School Act.

Glenmore Christian Academy Statement of Educational School Philosophy

The philosophy of Christian education at Glenmore Christian Academy is based on our Statement of Faith and Mission and is an outworking of our Purpose and Vision Statements. *To Teach Truth, Inspire Excellence, Experience Christ, Serve Through Love*

- We believe that the Bible is the inspired Word of God. It is the basis of our Christian value system and it reveals God's unfolding story for humanity. Biblical truth is the basis for the evaluation of curriculum, is integrated throughout the curriculum, and is reinforced through chapels, daily classroom devotions and volunteerism.
- We believe that God has called us to educate children to understand a distinctly Biblical worldview in an environment characterized by positive energy and productive activity. This dynamic Christian environment is achieved through the integration of our Statement of Faith and Values. This is expressed through our school activities, curriculum, and personal behaviour within a safe collegial context.
- We believe that we must implement innovation to enhance student learning.
- We believe that we must employ the best available teachers who understand and promote a Biblical worldview.
- We believe that we must model Christian values in the classroom and invite students to embrace the Christian faith.
- We believe that we must work collaboratively and cooperatively with all stakeholders, recognizing that each has an important role.
- We believe that the school must clearly communicate its Mission and Vision to all stakeholders and act consistently with that Purpose and Vision.
- We believe that the school's role is to develop students academically, spiritually, physically, and socially.
- We believe that school uniforms reflect and teach the following values:
 - ✓ A standard of moral excellence and decency; and
 - ✓ A standard of respect to reduce the tendency to discriminate on the basis of appearance.

We believe that no two students are created in the same way; each is uniquely gifted. The environment is designed to reflect these differences as expressed through academics, athletics, and the arts.

- We believe that it is important to develop within students respect for each other as God's creations, respect for those in authority, and ultimately respect for God, the Creator and Sustainer of the universe.
- We believe that the school's involvement in various organizations puts focus on personal stewardship, supplements learning, and deepens respect for others. These would include Christian relief organizations in the city and around the world.
- We believe that we must continually look for ways to understand God's activity in the world. This involves a focus on current world affairs and stewardship of the earth.

- We believe in students and staff setting goals, working toward and measuring achievement towards those goals.
- We believe that high standards challenge students to excel.
- We believe that a focus on the arts enhances the student's ability to present him/herself positively in front of a group.
- We believe that a focus on the arts allows students to explore their talents.
- We believe that a focus on athletics promotes healthy living and develops a cooperative team spirit.
- We believe that a focus on athletics creates a greater sense of school spirit.
- We believe in a sense of accountability among all stakeholders.
- We believe in integration of faith into the curriculum.
- We believe that students and staff need to respond positively to an ever-changing world.
- We believe that learning must be life-long both for students and staff.
- We believe that students and staff must model a commitment to Christian service both locally and globally. This is achieved through supporting local and international Core Purposes projects.
- We believe that students and staff should develop a commitment to physical fitness either individually and/or in team sports.
- We believe in developing future servant leaders through in-school and outside of school programs.
- We believe that all stakeholders should be actively involved in a local church.
- We believe that students have a greater opportunity to achieve when the parents and teachers work collaboratively.
- We believe in an ongoing commitment to honesty, respect for others, for property, and for the environment.
- We believe that functioning effectively in community teaches students to show mercy, grace, and forgiveness.
- We believe in impacting the world for Christ through Christian service.
- We believe in positive peer pressure and a commitment to a safe and caring environment for all stakeholders

With respect to leadership we believe that:

- the school must have a focused Vision for the future, coupled with prayer support for all school stakeholders;
- the school must clearly communicate its Purpose to all stakeholders and act accordingly;
- the board and staff must work together as a team to promote excellence;
- the school must have clear and open communication lines with parents; and
- the teacher is a facilitator of learning who strives for excellence.

With respect to faculty we believe that:

- Teachers must set an example of Christian character and demonstrate commitment to "grow in Christ" in front of the students, parents, and peers;
- each teacher must have a strong commitment to professional development including lifelong learning and graduate education;
- each new teacher deserves to be mentored by a more experienced teacher and that collaboration with peers is essential for ongoing learning to take place;
- extra-curricular activities are a vital part of a student's learning and responsibilities must be shared by all teachers; and
- all teachers should be compensated fairly for their efforts.

With respect to students we believe that:

- each student is uniquely created by God, an individual, a person of worth;
- they are expected to strive to exhibit Christ-like character;
- they should begin to develop a worldview that enables them to discern, to separate truth from error;
- they should act responsibly and be held accountable for their actions;
- they should attempt to reach their highest level of achievement in all areas; and
- they should begin to focus on learning as a lifelong activity.

With respect to school community we believe that:

- parents should be involved in their child's education through financial sponsorship and in volunteering their time and attending school functions;
- teamwork between the school and the home promotes the best environment for student learning;
- students, staff and parents must develop a sense of "service" to others; and
- the school should have meaningful contact with local community (surrounding area) and maintain a connection with school alumni.

With respect to curriculum we believe that:

- the Bible is the unfolding story of God's revelation and is the foundation for daily living;
- we must integrate the Christian faith with worldview issues to develop Christian character and promote lifelong learning;
- while the Alberta curriculum is the basis for our educational program, it must be taught effectively and we must intentionally integrate Christian values;
- we must promote the use of technology so that students and staff will be competent in integrating technology into the school curriculum;
- we must promote and maintain high academic standards; and
- we must reinforce the worth of each student and staff member while at the same time recognizing individual differences.

With respect to "school climate" we believe that:

- students and staff deserve a safe and caring environment within "community";
- students, parents and staff must exhibit mutual respect and care as they interact with each other;
- student behaviour should exhibit respect for the individual and school property;
- school personnel have a responsibility to develop positive relationships with students and parents; and
- varying types of student achievement should be recognized including spiritual, academic, artistic, and athletic, all in the pursuit of excellence.

With respect to school facilities we believe that:

- excellent resources must be provided to facilitate excellent programs;
- the school environment must be clean and well-maintained;
- an ongoing program of upgrading school facilities and equipment must be a priority; and the facilities must provide for a safe and protective atmosphere



GCA ACADEMICS
GLENMORE CHRISTIAN ACADEMY





ARTS







GCA
GLENHORE
CHRISTIAN
ACADEMY

**COMMUNITY
& EVENTS**





 **TRAVEL & OUTDOOR
EDUCATION**



Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	GCA Educational Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.4	92.5	91.7	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.1	91.0	91.1	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	95.2	95.5	95.3	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	98.8	96.2	96.1	73.6	73.4	73.3	Very High	Improved	Excellent
	PAT: Excellence	44.3	46.6	41.9	19.9	19.5	19.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	96.2	96.1	92.6	82.4	82.7	82.4	Very High	Improved	Excellent
	Citizenship	88.4	87.1	86.7	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	92.7	91.6	88.5	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	School Improvement	84.6	86.4	82.8	80.3	81.4	80.7	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. 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 Examination 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; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	GCA Educational Society (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
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	n/a	*	n/a	4.8	5.8	6.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	53.3	53.7	50.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	n/a	n/a	51.7	51.7	52.0	*	*	*
	PAT: Excellence	*	n/a	n/a	6.6	6.7	6.5	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.1	77.1	76.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.0	10.7	10.3	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	24.4	21.8	21.2	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	35.9	34.2	33.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	33.0	31.8	32.8	n/a	n/a	n/a
	Work Preparation	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
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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 Examination 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	96.3	95.9	96.2	98.8	100	Very High	Improved	Excellent	100	100	100
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	38.2	40.8	46.6	44.3	65	Very High	Maintained	Excellent	65	65	65

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	0.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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 Examination 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; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
 6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
 7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
 8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
 9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	87.0	86.0	87.1	88.4		Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	90.0	91.8	96.1	96.2		Very High	Improved	Excellent			

Comment on Results (OPTIONAL)
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

Strategies
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	63.4	66.1	70.1	68.6		n/a	n/a	n/a			

Comment on Results (OPTIONAL)
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

Strategies

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	*	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	*	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Authorities should include strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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 Examination 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	n/a	91.9	90.6	92.5	92.4		Very High	Maintained	Excellent			

Comment on Results (OPTIONAL)
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

Strategies
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Authorities should describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the jurisdiction is meeting its obligations as stated in the Inclusive Education Policy. For further information and resources, visit <https://education.alberta.ca/inclusive-education/what-is-inclusion/>.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	91.7	90.6	91.0	90.1		Very High	Maintained	Excellent			

Comment on Results (OPTIONAL)
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	78.4	83.7	86.4	84.6		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	85.7	88.1	91.6	92.7		Very High	Improved	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	95.6	94.9	95.5	95.2		Very High	Maintained	Excellent			

Comment on Results (OPTIONAL)
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

GCA Elementary Provincial and Jurisdictional Goal	Provincial Goal 1: Alberta's students are successful.		Principal Comments
School Goal 1 (Provincial Goal 1)	Strategies	Measures	Evidence
To focus primarily on literacy and numeracy to help ensure students are successful today and in their futures.	<p>Grades 1, 2 and 3 will successfully implement JUMP Math as the program of choice to ensure consistency of language and expectation for <i>Division 1 Mathematics</i></p> <p><i>LA Curriculum Team</i> to look at the writing (completed), reading, grammar and spelling programs from K-5, and come up with common language, basic foundations required and meaningful enrichment across the grades.</p> <p>Resource team will offer inclusive classroom strategies for teachers in LA, and ESL supports.</p> <p>Second year of licensed Junior Kindergarten to implement <i>Handwriting Without Tears</i> curriculum opportunities in printing, fine motor skill development (cutting, gluing, etc.), science, math and social studies outcomes.</p>	<ul style="list-style-type: none"> → Weekly grade team meetings to discuss program implementation → Curriculum meetings to ensure all outcomes from the Alberta Program of Studies are being met → Communication with parents regarding the new program and student success → One teacher from each grade to be a part of the <i>LA Curriculum Team</i> and as liaison between grade level team → "Excellent student work" displayed on the "Write on Board" → Staff meeting and collaborative times given for meetings "across the grade levels" to review the LA scope & sequence expectations of students leaving/entering into the next grades to highlight "gaps", etc. → Audio supports → Chapter summaries → Practice games → Differentiated learning strategies (including ESL supports from Resource) → PD training for JK Teachers → Purchase resources and supplies for <i>HWT</i> 	
School Goal 1 (Provincial Goal 1) To focus primarily on literacy and numeracy to help ensure students are successful today and in their futures.	<p>For the fourth year, we will have each grade complete a standardized term writing assessment to assess and highlight growth in writing.</p> <p>Fountas and Pinnell (F&P) testing will occur in Grades 1, 2, and 3 to identify the students in immediate need for reading intervention and to track reading growth over the course of the school year.</p> <p>Students requiring extra literacy or ESL assistance to receive small group instruction.</p> <p>Use the "Differentiated Learning Goals" document to program specific supports and assistance required for students demonstrating leaving challenges, and are not yet coded or ready for a formal IPP.</p>	<ul style="list-style-type: none"> → As a school, we will continue to collect data and add to the "GCA Writing Portfolio", which is complete with samples from each grade level's term writing assignment → We will create and use common rubrics with grade specific language to ensure we are consistent in how we measure growth within each grade level → We will compare writing assessments from previous years to show "global growth" in writing → Collect F&P data via Google form → Reports sent home to families regarding student reading and comprehension level → Track data for 5 years to show student growth from Grades 1 through Grade 5 → Reading intervention groups will be created and meet three times per week to support students who are reading below grade level with specific strategies → Before October 13th (Grades 2-3) and before November 6th (Grade 1), teachers will identify students who are reading below grade level → Communicate this data to parents in Term 1 Report Card to indicate students Above, At or Below grade level → Resource teachers and EA's meeting regularly with struggling readers to help with reading strategies, comprehension, accuracy, and fluency → Resource teachers will employ both a push in (inclusive) and pull out model of resource → Teachers or EA's work regularly, both individually and with small groups of students, during literacy activities 	Evidence

		→ Parents will have strategies to support their struggling learners at home	
School Goal 1 (Provincial Goal 1)	Strategies	Measures	Evidence
To focus primarily on literacy and numeracy to help ensure students are successful today and in their futures.	<p>Grade level collaboration focusing on consistent teaching of the Alberta program of studies.</p> <p>In addition to teaching alternative methods of computation, the 'traditional algorithm' will be taught as well.</p> <p>Students from Grade 1-5 who are involved in the enrichment program will have the opportunity to participate in specific Mathematics competitions. At least one student from each grade will participate in the Mathematics competition.</p> <p>Use Mathletics program to remediate and extend math competencies as well as meet curricular objectives (Grades 2-5).</p> <p>Create common language for problem solving to assist students in solving problems (CUBES).</p>	<p>→ Consistency across all classes in each grade (still allowing for individual teaching styles)</p> <p>→ Consistent communication amongst staff & communication shared with parents</p> <p>→ Regular classroom observations by administration</p> <p>→ Long range plans include grade level appropriate basic facts (not solely mad minutes)</p> <p>→ Students will successfully be able to complete grade level appropriate calculations of sum, product, difference and quotient without the use of a calculator</p> <p>→ At least one student from each grade (up to the entire class is desired) will participate in a Mathematics Competition (Grades 3-5)</p> <p>→ Track use of Mathletics (at school and home)</p> <p>→ Teacher feedback from Mathletics</p> <p>→ Student and parent feedback from Mathletics</p> <p>→ Create classroom poster to be used at each appropriate per grade level (circle key numbers, underline the question, box math words, evaluate, solve and check)</p>	
School Goal 1 (Provincial Goal 1)	Strategies	Measures	Evidence
To focus primarily on literacy and numeracy to help ensure students are successful today and in their futures.	<p>Have a "Study Hall" available every day at lunch for Grades 4-5 to support students who are struggling or have fallen behind. This is not intended as a homework space, but rather an intentional area for students to receive targeted support.</p> <p>Create common language for writing across Gr. 1-5 to assist students in strong sentence/paragraph writing.</p> <p>Hold "Literacy Week" in January to highlight reading and writing, and to foster a love/fondness/ excitement for literacy.</p>	<p>→ Learning coach will take ownership of scheduling support for Study Hall</p> <p>→ Regular communication between learning coach, EAs and classroom teachers</p> <p>→ Access to Study Hall will be upon student or teacher request</p> <p>→ Study Hall will have Chromebooks available every day to ensure technology can support student learning</p> <p>→ Have colourful posters uniquely made for each grade level that use consistent "Diamond" paragraph format with grade specific writing expectations outlined</p> <p>→ Literacy Week Committee to plan reading and writing activities for students to participate in their classrooms and school wide</p> <p>→ Literacy week activities will inspire a love and appreciation for reading and writing</p> <p>→ Bring in authors to make personal encounters and literary experiences with students (i.e. Gr. 1 Devotional author visiting in December)</p>	

School Goal 2 (Provincial Goal 1)	Strategies	Measures	Evidence
<p>To offer experiences to students that will offer skill development and foster a positive attitude towards lifelong learning.</p>	<p>Bring in experts from various professions and fields of work.</p> <p>Occupational Therapist will be brought in to the classroom to focus on organizational and emotional regulation skills.</p> <p>Occupational Therapist will be contracted to support teachers in supporting Kindergarten students with fine motor delays.</p>	<ul style="list-style-type: none"> → Classroom/grade level teachers with bring in artists, authors, meteorologists, pastors, specialists, etc. → Such experts may include Heartbeat Theatre, Hazel Hutchins (author), David Spence (Meteorologist), Earth Rangers, Athletes in Action, etc. → Each grade will go on a minimum of 2 field trips directly related to their program of studies → Teachers will draw a link from the program of studies to the field trip of their choosing → Parent volunteers are invited to participate in field trips featuring those with expertise in the area of study → OT brought in a minimum of 10 times to GCA Elementary → Consistent, school-wide language will be used (Zones of Regulation) → OT will provide Kindergarten classes with fine motor kits that can be used daily to → OT will meet with Kindergarten teachers and give kindergarten teachers strategies to support students → OT will provide fine motor kits that will employed daily in Kindergarten classes to increase student fine motor ability → All Kindergarten students will be screened by Providence to recognize fine motor delays 	
School Goal 3 (Provincial Goal 1)	Strategies	Measures	Evidence
<p>Train students to become active and respectful citizens.</p>	<p>Each grade level will have an outreach project where each student will look into the greater community/world and find ways to support the needs of others.</p> <p>Engage parents with opportunities to serve with their family within and outside of school time.</p>	<ul style="list-style-type: none"> → Some examples could include class garage sale to raise money for a worthy cause, going to a senior citizens' homes to connect with them, supporting families in need within and external to our school community, creating cards for the Dream Centre to include in Christmas stockings for their residents, make cookies & cards to take to the Veterans' Legion, etc. → PAC initiative to connect with new families to GCA → "Hearts to Hands" school initiative to support GCA families in need in tangible ways (i.e. groceries, gift cards, cooked meals, lending a hand, etc.) → Create Christmas hampers for families in need within our school community and within the greater Calgary community → Support a small school in need of supplies and staff hampers 	
Provincial and Jurisdictional Goal	<p>Provincial Goal 2: Alberta's Education system supports First Nations, Metis, and Inuit students' success</p>		Principal Comments
School Goal 4 (Provincial Goal 2)	Strategies	Measures	Evidence
<p>To increase understanding and awareness amongst staff and students of First Nations, Metis, and Inuit culture</p>	<p>Staff and Students develop a deeper understanding and appreciation of First Nations, Metis, and Inuit people.</p>	<ul style="list-style-type: none"> → Meaningful relationships developed by GCA admin, staff, and students with First Nations, Metis, and Inuit, churches schools or other organizations 	

<p>including the effects of residential schools.</p>	<p>Discuss residential schooling and its effects with all students grades K-5 in an age appropriate manner</p> <p>K-5 classes to include discussions regarding First Nations, Metis, and Inuit in their curriculum.</p>	<ul style="list-style-type: none"> → Include more First Nations, Metis, and Inuit resources to our school library → Have a traditional hoop dancer Dallas Arcand Jr. present his craft to our K-5 students → Celebrate “Every Child Matters” on Sept. 28 (30); wear Orange Day → Have a traditional story teller come from the First Nations, Metis, and Inuit community to share with Division 2 → Have teachers read stories, such as “Stolen Words” and “The Orange Shirt Story” during the week leading up to September 30 → Teachers to attend First Nations, Metis, and Inuit professional development to support them in meeting the new TQS → French Winter Festival for Gr. 4 & 5 students, connected to French classes, highlighting Canadian French & Métis cultures 	
<p>Provincial and Jurisdictional Goal</p>	<p>Provincial Goal 3: Alberta’s Education system respects diversity and promotes inclusion.</p>		<p>Principal Comments</p>
<p>School Goal 5 (Provincial Goal 3)</p>	<p>Strategies</p>	<p>Measures</p>	<p>Evidence</p>
<p>Glenmore Christian Academy will support learners with differing needs and challenge them reach their maximum potential</p>	<p>Revamped resource program including a K-5 Learning Coach (certified teacher) and a team of Educational Assistants.</p> <p>Targeted response to intervention time in Division 1 for early literacy intervention.</p> <p>Utilize funding provided by the government (PUF, Mild/Moderate (Kindergarten only), and Severe Disability funding) to provide as many services as possible to students and families.</p> <p>Create and utilize a <i>sensory room</i> for students who may need a reset in the middle of the day.</p>	<ul style="list-style-type: none"> → 1.0 Learning Coach and 3 full time Educational Assistants, in addition to EAs that work with individual students with disabilities → 3 times per week, students will be pulled out according to their F&P level to work specifically on literacy strategies (i.e. fluency strips) → There will be a minimum of three groups per grade with no more than 4 students per group → Literacy intervention time will be consistent for each grade → All Kindergarten students will be screened the week of September 17 → Administration and the Learning Coach will meet with OTs and SLPs from Providence to discuss results and next steps → Regular support and individual service plans will be created for students who are identified as needing support → Use of the newly created <i>sensory room</i> will be tracked to measure use 	
<p>School Goal 6 (Provincial Goal 3)</p>	<p>Strategies</p>	<p>Measures</p>	<p>Evidence</p>

<p>Glenmore Christian Academy Elementary will be a safe and welcoming environment where students know that they are cared for and treated fairly.</p>	<p>Work with staff, students and parents on common language and common expectations that will be used throughout K-5 with respect to conflict management, conflict resolution and bullying.</p> <p>→ Family School and Liaison Counselor, Health Teachers and Administration will work with small groups of students leading classes focused on conflict resolution, social skill development, and self-regulation.</p> <p>Create Peer Leadership Team where Grade 5 students assist Grades 1-3 students in conflict management and peer relationships during recess and lunch.</p>	<ul style="list-style-type: none"> → Common language amongst staff and students with respect to bullying and conflict → Administration to track bullying incidents that are referred to the office via One Note → Differentiate between conflict and bullying in teachable moments and resolution of situations (inform parents as well) → "Superflex" program will be taught to small groups → <i>Zones of Regulation</i> concepts shared with students from Gr. 1-5 → 5 Point Scales will assist students who are regularly found to be in conflict → Grade 5 students participating and giving of their "free" time to serve and assist younger peers in K-3 during lunch/recess times → Students building relationships and support systems across the grade levels (Buddy Program & Mentorship Program K-9) → Grades 5 Health classes to incorporate conflict resolution teaching into direct application through role plays and actively being a peace maker (Peacemaker Project) 	
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School Goal 6 (Provincial Goal 3)	Strategies	Measures	Evidence
<p>GCA Elementary will be a safe and welcoming environment where students know that they are cared for and treated fairly.</p>	<p>Grades 1-5 Chapel themes to focus on our school theme "Choose" (Joshua 24:15) with emphasis on choosing to follow God and applying His Word – the Bible – to our lives.</p> <p>Students will recognize their own abilities, & gain tangible ways to support people in need.</p>	<ul style="list-style-type: none"> → Effective monthly Chapels → Stronger, mentorship relationships amongst students and staff → Common K-5 topics and scripture focus across the grade levels to build a greater sense of unity for devotions, Chapels and prayer times → Christmas hampers for surrounding communities and neighborhoods → Each class will participate in a service project (connecting our Christmas Production to the greater Calgary Community, etc.) → "Choristers" singing at senior citizens' homes → The Knitting/Crochet club will create hats for a charitable ministry 	
Provincial and Jurisdictional Goal	Provincial Goal 4: Alberta has excellent teachers, school leaders, and school authority leaders.		Principal Comments
School Goal 7 (Provincial Goal 4)	Strategies	Measures	Evidence
<p>Administrators will focus on instructional leadership and teachers will be working in collaboration with their colleagues to ensure meaningful learning is taking place.</p>	<p>Principal and Vice Principal will be in every classroom at least once per week each to observe learning and teacher-student engagement.</p> <p>Administrators will guide the professional development of the school.</p> <p>Administrators will attend professional development opportunities relating to the new Leadership Quality Standard.</p>	<ul style="list-style-type: none"> → Professional conversations and coaching will continue throughout the year to emphasize best teaching practices, and celebrate/share the successes with staff → Classroom visits will be tracked using Google forms, with a focus on teacher activity & student engagement → Teachers will feel safe and supported, as we build a culture of professional coaching and mentorship in discussion of best practices → → → → → PD will include, Biblical worldview, supporting students with exceptional learning needs, and classical education → Teacher and Administrator PD will be tracked using "3-2-1" form to ensure meaningful professional learning and growth is taking place → Both the principal and Vice Principal will receive principal certification as offered by Alberta Education prior to the end of the school year. 	

School Goal 7 (Provincial Goal 4)	Strategies	Measures	Evidence
<p>Administrators will focus on instructional leadership and teachers will be working in collaboration with their colleagues to ensure meaningful learning is taking place.</p>	<p>Classroom observations by Principal/Vice Principal to gather evidence from the students and teachers on their summative/formative assessments, and how and why the students are being assessed; they will be provided with immediate feedback.</p> <p>Teachers to be given collaborative time to work together.</p> <p>Teachers will be encouraged to attend education conferences and then share learnings from their own professional development with their peers.</p>	<ul style="list-style-type: none"> → Review teacher long range and daily plans → Instructional supervision: verbal and written feedback to teachers → Administrators will read all report cards and offer feedback to teachers → Teachers using collaborative preps and grade team meetings to ensure students' successes are a priority and will support in guiding their professional development → Teachers will have attended PD conferences with a focus on supporting students with unique learning needs → Staff Meetings will regularly include a PD/share component led by GCA teachers/admin → Additional PD time through "Lunch & Learn" sessions for staff from 11:45 am - 12:15 pm 	
<p>School Goal 7 (Provincial Goal 4)</p>	<p>Strategies</p>	<p>Measures</p>	<p>Evidence</p>
<p>Students will have access to a broad program of studies including extracurricular activities, as well as guest presenters who are experts in their field.</p>	<p>Grades 4 and 5 students will have access to a morning intramural program.</p> <p>Students will have the opportunity to take part in the dramatic arts.</p> <p>Specialists will be brought into the classrooms by homeroom/subject teachers or in school specialty experiences to enrich our students' curricular experiences.</p> <p>Each grade will go on at least 3 field trips throughout the year directly related to their curriculum.</p> <p>Teachers will include a broad range of technology experiences within their classrooms.</p>	<ul style="list-style-type: none"> → The program will run 4 days a week from 7:45 – 8:15 am, and will include a minimum of three different sports from October through June → Christmas Production will include dancers, vocalists, and actors from across grade levels; Gr. 3 Performance Club → Hand bells, Choristers, knitting, crocheting, Jr. High Spring Musical opportunities and other lunch-time extra-curricular activities available throughout the year → David Spence (CTV Meteorologist), Dallas Arcan (Hoop Dancer), Authors (literature studies), Artists, GCA Parents/Family sharing professional expertise and culture with students → Spaceport, Calgary Zoo, Heritage Park, Bar U Ranch, Glenbow Museum, TELUS Spark Centre, National Music Center etc. → Students will have access to an additional set of Chromebooks this year → Kindergarten and Grade 1 will have class access to iPads → Students will have specific computer classes, which will include keyboarding and the understanding of the suite of Google tools → Students will have access, in school or at home, to Mathletics (Gr. 2-5) and RAZ Kids (Gr. 1-3) 	

Provincial and Jurisdictional Goal	Provincial Goal 5: The Education system is well governed and managed.		Principal Comments
School Goal 8 Provincial Goal 5	Strategies	Measures	Evidence
<p>Glenmore Christian Academy Elementary will be a collaborative environment where teachers and administrators will work together with parents for the betterment of each child's education.</p>	<p>Volunteer Coordinator will help engage parent volunteers and foster a greater sense of belonging to the GCA community.</p> <ul style="list-style-type: none"> → Give parents opportunities to offer feedback and be involved in decisions that affect their children's education. → "Weekly Updates" for Gr. K - 5 parents on the grade level websites & via teacher weekly emails. → Communicate an "open door policy" where parents are welcome to come in and share concerns, celebrations or ideas with teachers or administration. → → Make parents aware of seminars or parenting workshops that may be available either through our school, partnering schools or through our partnering churches. → <p>Create a greater sense of unity amongst staff by building on both the collegial and social relationships.</p>	<ul style="list-style-type: none"> → Volunteer Opportunities Board → New volunteer initiatives and all-school community events → Increased parent volunteerism within the school → Increased parent participation at school events → Growth in the parent meet & greet coffee times at 8:30 – 9:30 am in our cafeteria. → Monthly PAC meetings where administrators will share updates on school initiatives and invite questions and feedback from parents; anonymous Comment Box at school office → Teachers & Administrators will weekly input to class/grade level parents with curricular, events, assignments, test updates, etc. and refer parents to the grade level website for full details → New Grade 4 and 5 email sent from administration sharing highlights from the week. → "Weekly Communicator" to parents → In the "Community" page on the GCA website → Spend time together as staff out of school (i.e. Boot Camp, Social activity events/evenings, Holiday celebrations, etc.) → Weekly grade team collaborative meetings → Play and laugh together in or out of school → <i>Community Groups</i> that include teaching and non-teaching staff from all divisions of GCA → Weekly Staff Devotions (Tuesdays 7:45 am) 	

GCA Jr. High Outcomes	Performance measures	Targets	2018 2019 Strategies
Outcome 1: Alberta's students are successful	Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on PAT	2019 Gr 6 ELA 100% Acceptable; Exc 52% Gr 6 Math 100% ; Acceptable; Exc 45% Gr 6 Sci 100% Acceptable; Exc 50% Gr 6 SS 100%; Exc 50% Gr 9 ELA 100% Acceptable; Exc. 45% Gr 9 Math 100% Acceptable; Exc 45% Gr 9 Sci 100% Acceptable; Exc 45% Gr 9 SS 100% Acceptable; Exc 45%	<ol style="list-style-type: none"> 1. PD used to develop scope and sequence from K-9 in subject areas, looking for areas of enrichment, differentiation, homework practices and common language – (cont.) <ul style="list-style-type: none"> • Continue to strengthen team teaching collaboration to focus on key critical threads earlier by increasing “Subject Team Meetings” 2018 focus • Increase academic challenge in each grade – develop critical threads - continue • Teachers evaluate curriculum and assignments to increase rigor to enable deeper learning – ie discussion assessments – continue 2. Incorporate questions on assessments that are deeper level thinking; formative assessment through written and verbal communication; have subject team meetings to develop deeper thinking strategies that we can teach across the junior high – (cont.) 3. PD on Executive Functioning – Oct 9, 2018 4. Expanding IPPs and DLGs for identified learning needs in Junior High when needed (cont.) 5. Implementing full time EA resource support in Junior High NEW 6. For ELA – increase poetry literacy – continue 7. Increase tutorial time before and after school for inquiring learners – extra help available when students and teachers arrange time) cont. 8. Establish Homework Club – Monday & Friday time with individual instruction for students falling behind 9. For literacy and numeracy skills explore resources such as Classical education for support - CONT 10. Continued work on developing a deeper, richer classic novel studies in LA courses – cont. 11. Refinement of Book Talks assignments across grades to encourage accountability and reading reflection (reading journals) – cont. 12. Explore worldview and logic/reasoning resources through classical education approach - - cont. – Resources are being explored, and gradually implemented. 13. Extend use of “How to Read Literature Like a Professor” through 6-9 LA – cont. 14. Core teachers and resource to develop strategies to help mitigate “below acceptable” results on PATs – cont. 15. Explore PD in classical education – cont. 16. Homeroom teacher’s write IPPs and take responsibility for teaching team to consult with families (with support from resource) – cont. 17. Build in healthy study skills throughout each grade to enable students to study better and rely on study guides less - continue 18. Teach students how to build personal study guides. Develop student capability through lessons about study skills in subject and tech time, by modelling and providing examples of how to study – cont. 19. Develop and share reading list of significant classics with families for “at home” reading program – In process 20. Obtain a reading list based on grade and reading levels – these can be incorporated into book talks. Sr. LA will share the list with the LA team. Sr. LA is checking grade reading level and will approve or disapprove books if they are not at grade level. 21. Gr 6 and 9 teachers analyze current PAT results and develop specific strategies to foster improvement – continue 22. Encourage staff participation in curriculum PD to strengthen teaching capacity in specific subjects through outside PD such as that provided by the Calgary Regional Consortium - continue
	Overall teacher, parent and student agreement that students model the characteristics of active citizenship	2017 – 85% 2018- 88% 2019 – 90% 2020 – 95% Accountability Pillar Results	<ol style="list-style-type: none"> 1. Enlarge buddy programs that make students aware of ways that they can contribute to their school community and the greater community increase beyond Gr 9 / Gr 1 program – continue – . 2018 – 3 or 4 all school scheduled buddy times with additional meetings in some grades(1s) Potentially encourage grade 9 leaders to organize. 2. Increase ways for students to volunteer in the neighbourhood through hampers, Christmas cards to neighbors, Operation Christmas Child etc - continue 3. Provide opportunities for students to take support roles in areas such as the production – ie – Assist. Stage manager; Set Design Crew – continue 4. Continue mixing grades with small groups; Potential for Student Leadership to plan and implement.

			<ol style="list-style-type: none"> 5. Continue having chapel based on the scripture we are covering; always having a 'take-home' message that answers the "What now?" question – cont. 6. Keep having the students do announcements; having the consistent template - cont. 7. Create opportunities for students to provide spiritual leadership at lunch saying Grace Student Leadership opportunity. 8. Increase student leadership opportunities in chapels – continue Worship teams, drama presentations; having students share if they are willing - cont. 9. Ministry To Others – create group MTO opportunities for students and highlight MTO experiences – create opportunity for reflections in response MTO activities – build in to Bible mark – continue. 10. Creating a document of ideas for MTO so parents get some ideas (ie. Mowing lawns, walking someone's dog, making a meal for a family in need) 11. Enhance MTO requirements by expecting completion throughout each term and creating a reporting/reflection component in Bible classes - (cont) 12. Create opportunities for students to assist more in fundraising – muscle power in addition to items that students can sell/promote with goal of students increasing ownership in fundraising for Homes of Hope (ie – Adventure Race sponsorship, volunteering at Fiesta Fair) - cont. 13. Expanding worship teams throughout Junior High – cont. Gr 6/7 and Gr 8/9
	<p>Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school</p>	<p>2017- 92% 2018 – 94% 2019 – 95% 2020 - maintain</p>	<ol style="list-style-type: none"> 1. Increased emphasis on meeting deadlines (marks off for late projects/homework, final deadlines after which late work won't be accepted) - continue 2. Communication with parents re: students who are falling behind with work, so they learn it is not acceptable. – continue 3. Continue Career day and other related activities that provide inspiration and goals – with goal to move toward yearly Career Day (bi-annual) 4. Teachers increase "career moments" where they talk about application of skills in a regular lesson. - continue 5. Every teacher develops productive group models with intentional groupings and individual accountability (based on concepts in <i>Productive Group Work</i>) (staff are using this as a yearlong PD goal) - continue 6. Focused emphasis on manners and work ethic (deadlines) – continue 7. Continue Junior Achievement programs for Gr 6 through 9 students –(every 2nd year continue 8. Strengthen leadership development through Jr High Small Groups – continue 9. Expand Career Counseling opportunity for Grade 9 students and families - (cont.) 10. Continue rotating seating assignments so students learn to work with diverse peers - (cont.) 11. Investment Club - cont. 12. Develop leadership in team athletics - NEW
	<p>Overall teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning</p>	<p>2017 – 90 2018 – 92% 2019 – 95% 2020 – maintain</p>	<ol style="list-style-type: none"> 1. Grow academic clubs and events such as World Scholar's Cup, Math Challenges, Science Olympics, Women in STEM professions, Eco Club – March Math Madness 2. Intentionally teach study skills in class. - Continue 3. Allow teachers the opportunities to continue their learning as a modelling – Continue 4. All subject teachers push for reading for enjoyment 5. Digital citizenship shift focus into individual classes to have timely lessons provided in context 6. Explore potential for Classical approach – developing logic, rhetoric skills (well developed) 7. Continue Travel Club to build world perspectives and broader context for history, culture, and learning 8. Reclaim Junior High community spaces before and after school for conversation rather than screens and technology – 2018/19 Device policy – 9. Purpose Driven Career Planning workshop in Gr 9 HPLS and for Grade 9 Parents Teresa Valero 10. Development of Growth Mindset curriculum (NEW Gr 6 Science)
<p>Outcome 2 The achievement gap between First Nations, Metis, and Inuit students and all other students is eliminated.</p>			<ol style="list-style-type: none"> 1. Build empathy and understanding by celebrating Orange Shirt Day (Oc 1, 2018) cont. 2. Find opportunities to talk about FNMI perspectives, particularly in social studies, science and band. Even when it's not in the curriculum, finding places where it could fit, such as when talking about other historical injustices or with resources such as the Blanket Ceremony. (Important to have conversation about the Church and the Truth and Reconciliation

<p>At a local level - how can we increase our students understanding of FNMI concerns in society or address the Truth and Reconciliation Recommendations?</p>			<p>concerns within the Christian school) – cont – Harold Roscher Edmonton Native Healing Center: chaplain potential guest</p> <ol style="list-style-type: none"> 3. In LA, include stories/poetry related to FNMI issues when studying some types of literary concepts - cont. 4. In Bible, can talk about FNMI perspectives and look into the Truth and Reconciliation Recommendations - cont. 5. Have teachers share their experiences - cont. 6. FN guest speaker – 2018????? Harold Roscher Edmonton Native Healing Center: chaplain – 2019 need to look for booking opportunities. 7. Increased PD for teachers around FNMI issues - cont. 8. Video for Grade 7 Social Studies - “The Impact of Colonialism in Canada” (+ much of Grade 7 SS curriculum) - cont. 9. PBS Video (Nature to Nations, Episode 2) 10. Build partnership with FNMI school – (w/no academic agenda?) – Option: Tsuu T’Ina Junior & Senior. Need to make connections; ask within our community if there is anyone that would be able to form a relationship. 11. Use the “arts” as a means to increase understanding and appreciation for FNMI cultures –ie: Art and Band options - cont. 12. May PD set aside for FNMI presenter – NEW 13. Completion of Education for Truth and Reconciliation (CRC) by admin and staff members (Nov 2018)
<p>Outcome 3: Alberta’s education system is inclusive</p>	<p>Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly</p>	<p>2017 – 90% 2018 – 92% 2019 – 95% 2020 - maintain</p>	<ol style="list-style-type: none"> 1. Increased development of IPPs and DLGS for emotional needs NEW 2. Zero tolerance for negative language overheard between students. “We don’t talk that way here” as first step; conversation with student as second; email home and involvement with admin as further steps - continue 3. Protect the spiritual dimension of school where we focus on Ephesians 4:29 – Say only what is helpful; and Matthew 7:12 – Treat others the way you want to be treated.” - continue 4. Develop a Student Code of Conduct (with “unacceptable behavior” itemised & steps to be taken) put in every student’s hand – discussed as a class every September. – needs work – need to address running in the hall 5. Student club to talk about different issues around a safe and caring school – 6. Diversity focus on various cultures in Gr 7 Heritage Day where whole school attends. 7. Continue learning and strengthening culture impact from 2016 & 2017 Dare to Care programs – Bi-annually. As adults and role models continue to strengthen the culture not simply as a result of “Dare to Care”. 8. Other PD initiatives such as Journey, to assist staff with students concerns - continue 9. Expand lunch clubs to develop safe places for students to be at lunch and build strong attachments with teachers. - continue 10. Provide opportunity for students to come to staff with personal problems (open doors & retreats)- continue 11. Continue fall grade trips to develop relationships between students and staff (Gr 9 Camp Homewood Leadership retreat, Gr 6 Outdoor Ed, Gr 7 and Gr 8 Vancouver Island Leadership) – continue 12. 2019 retreats: Gr 6 Outdoor Education (possible 1 night instead of 2), Gr 7 Overnight Retreat, Gr 8 Camp Homewood Leadership Trip, Gr 9 Overnight Leadership Retreat 13. Continue Scripture Memory program to focus on transforming hearts with fewer verses and strengthen focus on the scripture throughout chapels, small groups, and journal reflections. - continue 14. Discipleship development with Ambrose University intern and Gr 8/9 students – NEW – In partnership with FAC and Southview Alliance 15. Parent Workshops for equipping tools in Digital Worlds – cont.
<p>Outcome 4: Alberta has excellent teachers, school and school authority leaders:</p>	<p>Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education</p>	<p>2017 – 90% 2019 – 95%</p>	<ol style="list-style-type: none"> 1. Over time, increasing the choices available for options courses, taught by people who are skilled in/passionate about the field such as Travel & Culture, Home Ec , Shop, Outdoor Ed, Fitness, Maker option - while keeping development of excellence – continue 2. Enhancing Outdoor Education option class to increase outdoor pursuits component 3. Opportunities to highlight skills, qualities, and talents that are being developed outside of core classes -- such as the Fine Arts Night that included students showcasing things they had learned in all 4 of our option classes. - continue 4. Encouragement for professional development for both teachers and admin in areas beyond core courses- continue 5. Enhance lunch clubs – continue (NEW – Eco Club, Ukele Club) 6. Develop TDI resources to insure students are learning new technologies – ie VR technology, MS Word, robotics, CALISTA, and 3-D Printer - NEW 7. Increase guest speakers and resources for HPLS to address current topics and needs - continue 8. Spring Production bi-annually with development of alternatives during “off” year – continue

			<ol style="list-style-type: none"> 9. Adding Intramurals to morning activity- cont. Start with grade 6 only (the older kids that want to be involved can ref/coach/scorekeep) – 10. Adding Foods Unit to HPLS
<p>Outcome 5 The education system is well governed and managed</p>	<p>Overall teacher and parent satisfaction with parental involvement in decisions about their child's education</p>	<p>2017 – 90% 2018 – 92% 2019 – 95%</p>	<ol style="list-style-type: none"> 1. Full Admin participation in monthly PAC meetngs – cont. 2. Continue to offer opportunities for parents to get involved in field trips, etc... - continue 3. Inviting parents on travel club- continue 4. Parent participation in sporting teams & coaching - continue 5. Continue parental involvement in Outdoor Ed - continue 6. Building and enhancing partnerships with parents and enhancing the village model for school community – emphasize effective events that build authentic relationships and make community events helpful for parents and families. (ie – Gala) – continue – 7. Continue parental involvement with the Production and Fine Arts Night. 8. Conduct yearly school based surveys about school improvement - continue 9. Community connection times with parents - morning coffee time & Mom to Mom prayer times led by PAC and Community Support staff- cont. 10. Having parents & alumni present on Career Day – cont.
	<p>Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</p>	<p>2017 – 90% 2018 – 90% 2019 - maintain</p>	<ol style="list-style-type: none"> 1. Communication with parents about ways in which the school is growing/changing that they may not see. Sharing and reporting changes and successes in a “conversational” way through something like the Communicator and PAC – continue – 2. To ensure that we <i>are</i> improving - Pick a key focus each year to improve and hold PD – such as culture shifting in 2016 2017 year or academic improvements in 2017 2018 year – continue, classical approaches in curriculum 2018/19 – 3. Leadership with staff collaboration to develop 5 year PD plan to ensure continuity between PD themes, vs. less connected ideas 4. Increase visibility for events, sports, art nights, etc. Advertise and invite parents to attend. – continue – 5. Adding of programs –as mentioned above 6. Continued focus on Nurturing and Caring school environment (Hal Urban's <i>20 Things Great Teachers Do</i> – yearlong PD focus) to diminish bullying concerns – continue 7. Re-establish school mission & vision statements (at Board level) – June 2018 8. Strategize outcomes from new Mission Statement to make it a breathing phrase guiding all aspects of school culture and programs NEW 9. Develop Strategic Plan at Administrative level NEW
	<p>Overall teacher, parent and student satisfaction with the overall quality of basic education</p>	<p>2017 – 90 % 2018 – 92% 2019 – 95%</p> <p>Accountability Pillar Results</p>	<ol style="list-style-type: none"> 1. Continue coaching observations – 2 Admin/teacher at least once a year followed up with written observations and coaching mtg. – continue 2. Weekly classroom visits – 5 – 10 min visits in every class weekly by Admin team – continue 3. Continuing to hire teachers with appropriate levels of experience and education. <i>Related, ensuring that course loading for each teacher is proper for his or her knowledge/education/ability</i> - continue 4. Keeping the teaching/standards at a high academic level – continue 5. Explore logic, rhetoric, reasoning classical curriculum - cont. 6. Continue focus on quality PD - cont.

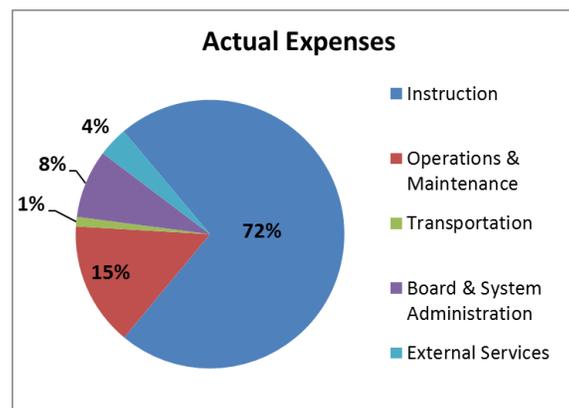
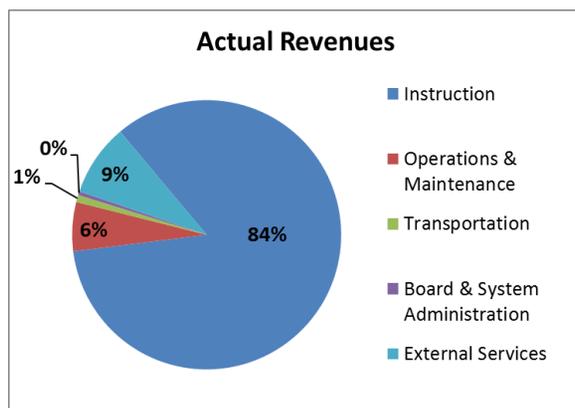
Summary of Financial Results

**Allocation of Actual Revenues and Expenses to Programs
For the Year Ending August 31, 2018**

	<i>Actual</i>	<i>Budget</i>
Revenues:		
Instruction	9,541,635	9,284,266
Operations & Maintenance	666,942	595,403
Transportation	96,768	90,000
Board & System Administration	52,464	66,000
External Services	981,550	851,714
Total Revenues	11,339,359	10,887,383

	<i>Actual</i>	<i>Budget</i>
Expenses:		
Instruction	7,196,116	7,687,816
Operations & Maintenance	1,484,807	1,673,402
Transportation	114,373	119,574
Board & System Administration	819,361	677,095
External Services	359,885	323,814
Total Expenses	9,974,542	10,481,701

Surplus (deficit) of revenues over expenses	1,364,817	405,681
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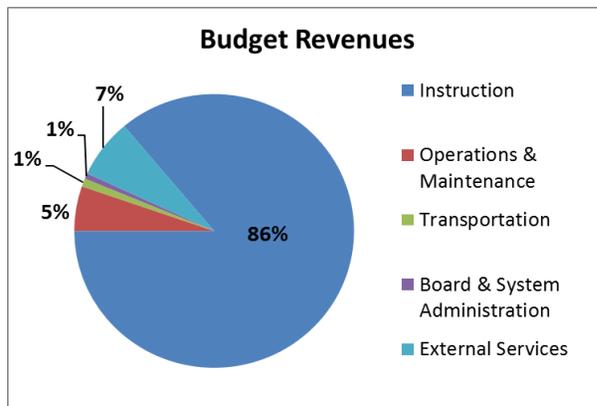
Budget Summary

**Allocation of Budget Revenues and Expenses to Programs
For the Year Ending August 31, 2019**

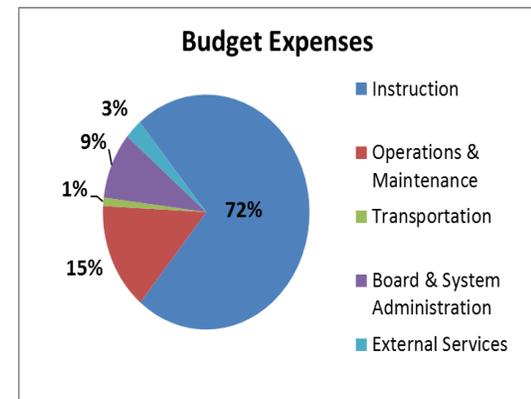
	<i>Budget</i>
Revenues:	
Instruction	9,790,103
Operations & Maintenance	599,762
Transportation	110,000
Board & System Administration	73,000
External Services	794,762
Total Revenues	11,367,627

	<i>Budget</i>
Expenses:	
Instruction	7,879,760
Operations & Maintenance	1,618,896
Transportation	125,536
Board & System Administration	1,001,441
External Services	299,704
Total Expenses	10,925,337

Surplus (deficit) of revenues over expenses	442,290
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Budgeted funding expected to be from Alberta Education for 2018-2019 is \$4,826,317.



For further financial information, please contact:

Lyden Price

Director of Finance

Telephone: 403-254-9053

Email: l.price@gcaschool.com

Capital and Facilities Projects

- In anticipation of an additional grade 7 class, new furniture will be purchased during summer of 2019 for this room.
- The School will continue to upgrade the IT system through upgrading network hardware, replacing computer and printer hardware, SMART projection systems to create an optimal learning environment.
- To enhance the safety for students and staff, the following capital projects will be completed: HVAC replacement, addition of interior cameras, fencing of North East sports field, purchase of a Bobcat (for efficient snow removal) and replacement of furniture in classrooms.

Summary of Facility and Capital Plans

- Both Facilities and IT Department have developed a long-term capital plan outlining scheduled maintenance and replacement of equipment for our school.

Parental Involvement

Glenmore Christian Academy has an active parent community. Parent involvement includes some of the following:

- Participation in Parent Action Committee held each month.
- Volunteering in classrooms, on field trips and school wide activities
- Organizing and facilitating school wide and fundraising activities
- Parent surveys, school based and Alberta Educations Accountability Surveys
- Coaching sports teams
- Assisting with Drama Productions

Timelines and Communication

- The AERR for 2017-18 will be publicly accessible on our website by November 30, 2018. The website is www.gcaschool.com. The AERR can be located under the About Us tab (on the [School Forms and Policies page](#)). A printed version of the AERR is available.
- Janet Rockwood, GCA's consultant from Albert Education and Garret Doll, Central Services Director, will be notified at that time.
- The Board approved this combined AERR and Three Year Education Plan on November 23, 2018.

Authority: 9118 GCA Educational Society

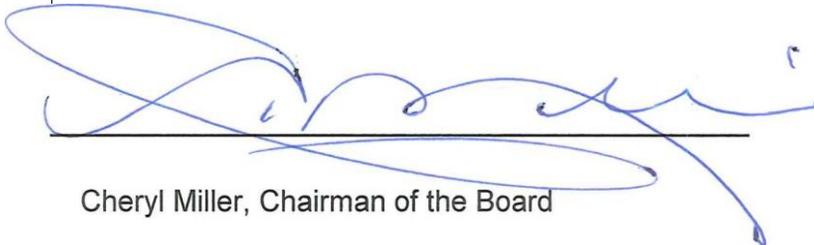
Whistleblower Disclosure

Glenmore Christian Academy, a private school registered and accredited under the school act in Alberta, must adhere to The Public Interest Disclosure (Whistleblower Protection) Act. The Act requires that private schools disclose, in their annual reports, any activities regulated by this legislation.

The Public Interest Disclosure (Whistleblower Protection) Act came into effect in June 2014. This law gives employees a clear process for disclosing concerns about significant and serious matters (wrongdoing) in the Alberta public service sector, and strengthens protection from reprisal. All disclosures receive careful and thorough review to determine if action is required under the Act, and must be reported in the school's Annual Report in accordance with Section 32 of the Act.

The following is a summary of Whistleblower Disclosures received by Glenmore Christian Academy for the school year that ended August 31, 2018.

Information Required Annually (Per Section 32 of the Act)	School Year 2017-18
The number of Whistleblower Disclosures received; The number acted on; and The number not acted on	Zero
The number of investigations commenced as a result of Whistleblower Disclosure(s).	Zero
In the case of an investigation that results in finding or wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.	Zero



Cheryl Miller, Chairman of the Board

Nov. 20, 2018

Date