



RIMBEY CHRISTIAN SCHOOL

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Combined Annual Education Results Report 2017-18 and Combined 3-Year Education Plan 2018-19



Guiding Vision of Education

At Rimbey Christian School we have developed a number of statements that express our vision of Christian education. For example, we say that

Our Mission is “Equipping Students for God’s Kingdom”

Our Vision is to provide a high quality education that

- Develops interdenominational Christian values in a joyful and inclusive environment
- Displays and magnifies Christ in all things
- Supports and values all students
- Builds positive relationships
- Aligns with the Alberta curriculum

Our Curriculum follows the Alberta Program of Studies as a fully accredited Alberta school. Our Alberta certified Christian teachers present the curriculum from a Christian perspective in which God is acknowledged as the creator and sustainer of the world and in which students are challenged to relate their learning to their faith commitments. Field trips, buddy programs and chapel assemblies all enhance students learning and develop a spirit of community. Our small school size and low student to teacher ratio facilitate greater individual attention

Accountability Statement

This Annual Education Results Report for the 2017-18 school year and the Three-Year Education Plan commencing September 1, 2018 for The Rimbey Christian School 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 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 plan to improve student learning and results.

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

Prepared by

Signed copy available at school office

Mr. Paul Payson
Interim Principal

Signed by

Signed copy available at school office

Mr. Harold Grinde
Board Chair, Rimbey Christian School Society

Our Parents are the key since Rimbe Christian School is a “parental” school. The parents and other society members elect a board which, together with the principal, hire a staff they deem qualified and committed to Rimbe Christian School’s particular vision of Christian education. The school and society are interdenominational, and not connected to any church(es). Rather, Christians from a variety of backgrounds are united in the belief that a Christian school is the vital link in the upbringing of the children God has entrusted to parents. That link must include the home, church and school.

Our Principles for Christian Education are spelled out in the society’s Objectives and Educational Creed (Articles 11 and 111) which are available to all parents and members of the society.



Message from the Board Chair

Rimbe Christian School is celebrating 33 years of offering Christian Education to students from Rimbe and the surrounding area. During those 33 years there have been many challenges faced and overcome—our Lord has been faithful to provide us with a path forward in every circumstance. It seems that this year our main challenge is coming from our own government, which seems to feel we do not have a right to live and teach God’s infallible word within the walls of His school. Despite all obstacles we go on in faith. We are so thankful that we can, and will, continue to offer Christ centered education to students from this community— education that reinforces Biblical principles that are taught in the homes and the churches of the families that are part of our school community. We strive to make our school a place where everyone is loved and respected as a special part of God’s creation.

Today we are a small school, but a special school because we are small. Everyone is a part of our “school family”. Everyone is noticed. Everyone is loved. Everyone has something to offer. We look forward to the new insights and visions that our new principal and his family, who are new immigrants from Spain, will bring to God’s school in Rimbe when they arrive shortly. The board, staff, volunteers and Society members of RCS look forward with enthusiasm to see how our Lord will grow and prosper our school in the coming years. I am thankful for the commitment and dedication of every one of them.

Mr. Harold Grinde, Board Chair, Rimbe Christian School Society

HIGHLIGHTS

Profile of the School Authority

The vision for Rimbey Christian School became a reality in 1986 when the school opened its doors to 14 students in Grades 1-5 and 11 students in Kindergarten in its 2 portable classrooms. The first permanent building, constructed in 1989, had 6 classrooms, a staff room, and an office. In 1995, the library, kitchen, 2 classrooms and a resource room were added.

Rimbey Christian School now offers campus programs for students in Preschool to Grade 9 and the school also offers a home education program for local families. As an interdenominational Christian school, families represent a wide range of the area's churches.

At Rimbey Christian School, there is a family atmosphere where children receive an excellent education in small class settings, Their individual strengths are celebrated, their weaknesses accepted and individual assistance is given to develop these areas. The Kindergarten to Grade 9 campus programs are fully accredited by Alberta Education, teachers are Alberta certified, and the academic program follows the Alberta Program of Studies.

In addition to a strong academic program, students benefit from a variety of special interest courses such as art, music, drama, robotics, outdoor education and an equestrian program. The school offers some sports teams of its own, and older students often join sports teams from larger schools in the vicinity.

Many RCS students are bussed to school by the school's own bus program. These busses are also available to transport students to a variety of field trips, the equestrian program, and PE courses that utilize the community recreation centre gym.

As a Christian school, RCS "teaches for transformation". Besides offering Bible as a core course, "biblical through-lines" or themes are woven into the entire school curriculum and students are taught how to live in Christian community. This combination is designed to produce students who wholeheartedly serve God by actively living out their faith in every aspect of their lives.

- Many of our students win academic and sports awards when they enter the public high school.
- Our robotics team has placed very well in provincial competitions.
- Our students have had the opportunity to play sports on other local public and Christian school sports teams.
- Our students enjoy a range of outdoor education programs.
- Our pre-school program is now fully integrated into the life of the school.
- We have successfully reestablished our home education program.

Whistleblower Report

In keeping with the Public Disclosure Act (2013) we are pleased to report that we have had no disclosures in 2017-18. For more information on this legislation, see www.yourvoiceprotected.ca

Trends & Issues

Enrolment

- Enrolment has been declining almost every year for more than a decade. This decline parallels the decline in school age children attending local churches.
- Enrolment declines have resulted in a necessary increase in multi-grade class combinations which sometimes contribute to further enrolment declines.
- The percentage of students with severe disabilities has increased over the years.

Government

- The Alberta government continues to become more restrictive, making it increasingly difficult to maintain distinct values and practices. In particular, we are facing government pressure to compromise our values in relation to our “Safe and Caring Policy”. Our school is participating in a court challenge against Alberta Education over parental rights and religious liberty. We have invested a great deal of time, effort and funds on this issue as a result of multiple threats and demands by the Minister of Education. It is our conviction at The Rimbey Christian School Society that educating our children should be a collaboration between the home, school and church, and consequently, we do not believe it is right for us to remove statements of faith or parental involvement from our policies as this would contradict the fundamentals of who we are as Christian school. The data shows that Rimbey Christian School is ranked well above the provincial average as a safe and caring school, and we will continue to strive to remain above the provincial average. The safety and welfare of our students is a priority of our parents and that is reflected in how we operate our school. We hope and pray that Alberta Education will come to recognize this and that we will be able to work together for the future of our children.
- On the other hand, so far government funding has continued at an acceptable level in spite of many worries.

Tuition & Fundraising

- Tuition revenue has declined as a percentage of total revenue resulting in an increase in the need for donations and fundraising.
- In part this is a result of a lower commitment from parents to provide a Christian education to their children, whatever the cost.
- In part this is also a result of the weakening oil and gas sector of the economy.
- However, donations, fundraising and volunteer contributions have increased to fill the tuition gap.

Facilities

- School facilities are slowly aging, requiring annual repairs and maintenance.
- However, volunteers have been willing to do most of the labor making the costs manageable.
- In the last school year we were able to complete a number of important renovations to our facilities.

Staffing

- It is always harder to attract staff to a smaller rural community, but we continue to find good staff.
- We were able to hire an experienced interim principal last year when our long term principal resigned. Near the end of the last school year we were able to hire a new long term principal from out of country, but have had to make other interim arrangements due to a delay in the immigration process. We are happy to report that our new principal will be arriving shortly.

Accountability Pillar Summary

Every year, Alberta Education provides accredited private schools with a summaries of their achievement test, diploma exam and survey results to give their school communities a window into their schools' operations.

While we are generally pleased with our 2017-18 results, we are always cautious of these results because, in a small school, the results are often more a reflection of the particular students enrolled in the school that year than on the quality of the school program.

In view of this problem, we have begun to give all of our students standardized tests in basic skill every year, and will also be reporting the overall progress our students are making each year on basic skills. Our goal is to see all of our students progress at least 1.2 grade equivalents in basic skills each year, regardless of how high or low they are when they enroll at RCS. We believe that these additional measures will balance the impressions created just by the AB Education summaries.

Our 2017-18 results, were definitely affected by a high percentage of ESL and Severe Disabilities students in the Grade 6 and 9 cohorts. It is important to take this into consideration when interpreting our PAT results. For this reason, we do not necessarily share the same level of concern that is indicated in the following charts which are based solely on statistics.

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

Measure Category	Measure	The Rimbey Christian Sch. Soc.			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	93.6	91.7	90.1	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	70.6	75.7	72.0	81.8	81.9	81.7	Low	Maintained	Issue
	Education Quality	94.3	86.9	87.3	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	*	*	1.9	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	0.0	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	66.7	100.0	85.4	73.6	73.4	73.3	Low	Maintained	Issue
	PAT: Excellence	2.8	39.3	17.3	19.9	19.5	19.2	Very Low	Declined	Concern
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	0.0	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	100.0	81.8	78.5	82.4	82.7	82.4	Very High	Improved	Excellent
	Citizenship	83.6	85.7	83.3	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	100.0	89.1	83.0	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	School Improvement	80.7	63.7	72.4	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)**

[No Data for Overall Summary - FNMI]

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).	76.9	81.3	75.0	100.0	66.7	80	Low	Maintained	Issue	80	80	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	30.8	6.3	6.3	39.3	2.8	20	Very Low	Declined	Concern	20	20	20

Comment on Results (OPTIONAL)

- Based on the percentage of ESL students and students with Severe Disabilities, the results for meeting the acceptable standard are exactly what we should have expected. On the other hand, we should have experienced a higher level of students who achieved the level of excellence.

Strategies

- While we tend to direct significant resources toward students who struggle, the low percentage of students who achieved the level of excellence suggests that we need to focus similar resources toward students who are capable of achieving at the level of excellence.
- We also need to be very focused on covering all the outcomes of the Alberta Program of Studies, because classroom resources do not always cover them all.
- We have identified specific areas of weakness to focus on and are planning to spend more time in review toward the end of the school year.

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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).
- 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.

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

[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	0.0	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	3.9	0.0	*	*		*	*	*			
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	0.0	n/a	n/a		n/a	n/a	n/a			

<p>Comment on Results (OPTIONAL) NA</p>
<p>Strategies NA</p>

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.	86.9	76.2	88.1	85.7	83.6	87	Very High	Maintained	Excellent	85	85	85
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.	96.2	62.5	91.2	81.8	100.0	83	Very High	Improved	Excellent	85	85	85

Comment on Results (OPTIONAL)

- *These are very encouraging results.*

Strategies

- *In order to remain high in these areas we need to continue to talk about the attitudes and behaviours that make people successful at work*
- *We should also continue our buddy program, service programs, and student council*

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.	72.7	57.7	73.9	71.4	81.8	75	n/a	n/a	n/a	80	85	85

Comment on Results (OPTIONAL)

- *It is good to see improvement in this area.*

Strategies

- *Our draft policy document on lifelong learning needs to be completed.*
- *The conversations around GRIT also need to continue.*

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)

[No Data for Overall FNMI Results]

Strategies

While we do not currently have any of these students in our school, we want to create a positive attitude to them with the realization that we will one day have these students.

- *Continue to order First Nations, Metis and Inuit resources to help teachers and students gain accurate information about these people groups.*
- *Continue to emphasize curriculum units that refer to First Nations, Metis and Inuit history and issues.*
- *Invite Christian FNMI leaders into our chapels and classrooms so students and teachers can learn what it means to be both First Nations, Metis and Inuit and Christian.*

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 Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

[No Data for Overall FNMI Results]

Strategies

While we do not currently have any of these students in our school, we want to create a positive attitude to them with the realization that we will one day have these students.

- *Continue to order First Nations, Metis and Inuit resources to help teachers and students gain accurate information about these people groups.*
- *Continue to emphasize curriculum units that refer to First Nations, Metis and Inuit history and issues.*
- *Invite Christian FNMI leaders into our chapels and classrooms so students and teachers can learn what it means to be both First Nations, Metis and Inuit and Christian.*

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. 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.
5. 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.
6. 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, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 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 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.	94.1	86.1	92.6	91.7	93.6	94	Very High	Maintained	Excellent	95	95	95

Comment on Results (OPTIONAL)

- *We are pleased to remain very high in this important area and will continue with our effective strategies.*

Strategies

- *Intentional discussions about bullying respecting and honoring one another*
- *Buddy group activities that foster caring and respecting relationships*
- *Ensuring the school discipline is carried through*
- *Instructing all students about Internet safety and enforcing our computer use policy*
- *Using chapels to reinforce the Christian commitment to respect for all people*
- *Providing professional development for staff in this area*
- *Enrolling a wide range of students to provide students and staff with the opportunity to exercise respect for all people.*

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.	77.3	64.1	76.2	75.7	70.6	78	Low	Maintained	Issue	80	80	80

Comment on Results (OPTIONAL)

- *While we made significant effort this last year to improve this score, it is clear this will require significant creativity to improve given our small school size.*

Strategies

- *Develop a three year rotation of options so that students experience a wide range of options over their three years in the Grade 7-9 class.*
- *Include our home education students in some options to create the needed critical mass for certain options, and to provide enough options that there is real choice for students.*
- *Provide teachers with professional development opportunities to increase their abilities to teach a wider range of options.*
- *Collaborate with other local Christian schools to provide a wider range of options.*
- *Communicate more effectively to parents about the options programs we do offer so they are more encouraged about what we currently offering.*

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 2018	Evaluation			Targets		
	2014	2015	2016	2017	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.	85.1	73.0	80.4	63.7	80.7	81	Very High	Maintained	Excellent	85	85	85
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.9	75.3	84.5	89.1	100.0	91	Very High	Improved	Excellent	95	95	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.1	81.1	93.8	86.9	94.3	89	Very High	Improved	Excellent	90	95	95

Comment on Results (OPTIONAL)

- *We are very pleased to see parent satisfaction in this area improve.*
- *Our strategies remain the same as they appear to have been effective.*

Strategies

- *Put final touches on renovations to the school office that are making office staff more accessible to parents and students.*
- *Continue to invite parents to become more involved in planning of IPPs.*
- *Continue to track student progress in basic skills using standardized CAT tests every spring and for new admissions.*

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.

Note:

Future Challenges

Staffing

- Not many prospective teachers and administrators choose Rimbey as their preferred place of residence and this makes staff recruitment a significant challenge.
- This means that we need to develop a well thought out marketing plan for Rimbey as a great place to live and raise a family.
- On the other hand, we were able to successfully recruit a new long term principal and replace an elementary teacher this year!

Student Recruitment

- We need to reach an average of at least 6 students per age group to keep tuitions affordable with the current three grade combinations.
- We have recently established a recruitment boundary based on the location of other Christian schools in the area. Our challenge will be to develop an effective recruitment strategy that achieves our enrolment goals.

Admissions Process

- Too often we are surprised by the learning and behaviour needs of incoming students so we need to develop an effective admissions process that allows us to determine these needs in advance of school startup.
- We need to continue to work at improving our academic and behaviour assessment at admissions time.

Facilities

- RCS currently has more than adequate facilities for its academic program, and last year's renovations created a more effective front office, music room and activity room.
- However, the school would benefit in many ways from having its own gym. The society already has a gym fund, but the previous gym plan was deemed too expensive a number of years ago. The challenge for the current Board is to develop a gym plan that will be acceptable to both parents and supporters.

Funding

- The RCS Society has been very effective in raising funds through donations and fundraising activities.
- Tuition, however, is no longer the second highest source of income. The challenge for the current Board will be to develop strategies that will allow tuition income to become a much more significant source of school income.
- Increasing tuition income will allow more donor income to be directed towards building a gym and developing an Endowment Fund.

Summary of Financial Results

2017-2018 Financial Summary

Overview

- The 2017-2018 Audited Financial statements were approved by the Society in November 2018
- The following table provides a brief summary of your financial results for the past two years:

*The Rimbey Christian School Society has once again been blessed by the generous donations of the supporters for Christian Education.
For this we are truly thankful!*

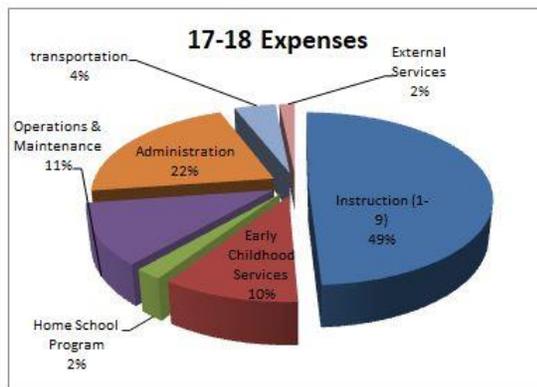
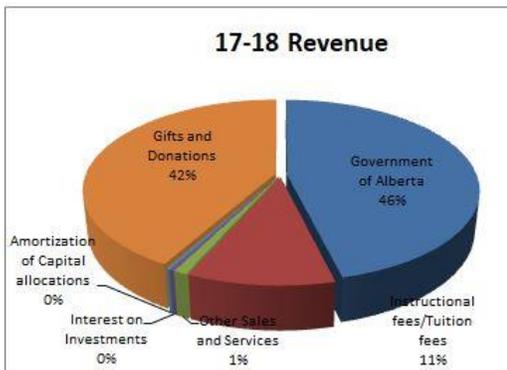
Summarized Statement of Revenue and Expense		
	2016/17	2017/18
Revenue (see section below)	\$ 715,761	\$ 675,443
Expenses (see section below)	<u>\$ 681,418</u>	<u>\$ 605,545</u>
Excess of Revenue over expenses for the year	<u>\$ 34,343</u>	<u>\$ 69,898</u>

REVENUE - By Source

Government of Alberta	\$ 311,970	46%
Instructional fees/Tuition fees	\$ 70,317	10%
Other Sales and Services	\$ 6,390	1%
Interest on Investments	\$ 2,558	0%
Amortization of Capital allocation:	\$ 1,558	0%
Gifts and Donations	\$ 282,650	42%
Total	<u>\$ 675,443</u>	<u>100%</u>

EXPENSES - By Program

Instruction (1-9)	\$ 298,091	49%
Early Childhood Services	\$ 61,150	10%
Home School Program	\$ 12,369	2%
Operations & Maintenance	\$ 68,705	11%
Administration	\$ 129,310	21%
transportation	\$ 26,289	4%
External Services	\$ 9,631	2%
Total	<u>\$ 605,545</u>	<u>100%</u>



For More Information:

Contact Carolyn Vanderhoek, Business Administrator at 1-403-843-4790
Rimbey Christian School Society

Budget Summary

2018-2019 Operating Budget



Overview

- The Official 2018-2019 Operating Budget was approved by the Society in May 2018.
- The following table provides a brief summary of projections

Summarized Statement of Revenue and Expense		2016-2017
Revenue (see section below)		\$ 704,884
Expenses (see section below)		\$ 738,727
Deficit of Revenue over expenses for the year		\$ - 14,147*

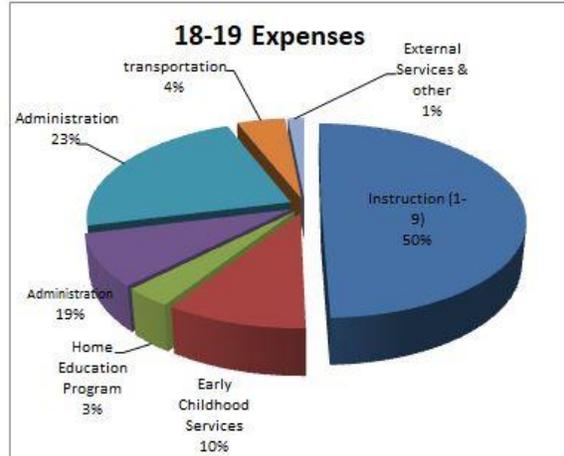
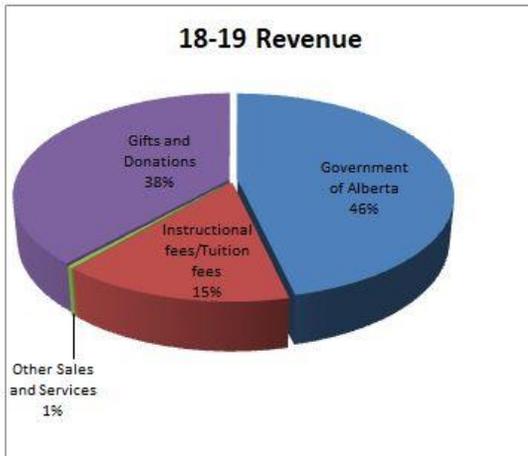
* this deficit includes amortization of capital allocations of \$14,150.00

REVENUE - By Source

Government of Alberta	326,808	46%
Instructional fees/Tuition fees	105,146	15%
Other Sales and Services	2,800	0%
Gifts and Donations	270,130	38%
Total	\$ 704,884	100%

EXPENSES - By Program

Instruction (1-9)	\$ 356,563	50%
Early Childhood Services	\$ 69,040	10%
Home Education Program	\$ 23,391	3%
Operations & Maintenance *	\$ 62,435	9%
Administration	\$ 164,313	23%
transportation	\$ 32,309	4%
External Services & other	\$ 10,980	2%
Total	\$ 719,031	100%



For More Information:

Contact Carolyn Vanderhoek, Business Administrator at 1-403-843-4790
Rimbey Christian School Society

Capital and Facilities Projects

- As mentioned earlier, several small renovation projects were undertaken in the last school year.

Summary of Facility and Capital Plans

- While no capital projects are on the horizon, there is a strong desire to build a school gym and a gym fund is in place.

Parental Involvement

- The Rimbey Christian School Society is composed primarily of parents.
- In addition, the school's many committees are composed primarily of parents.
- Parents also provide significant volunteer support in classrooms and extra-curricular activities.
- Relevant components of this combined AERR and Three Year Plan has been reviewed by the Education Committee and Board, both of which are composed primarily of parents.

Timelines and Communication

- This combined AERR and Three Year Plan document is available in both print and digital form.
- The digital copy is available on our school website www.rimbeychristianschool.com as a pdf document and the print form is available at the school office.

Whistleblower Protection

- In keeping with the Public Disclosure Act (2013) we are pleased to report that we have had no disclosures in 2017-18.
- For more information on this legislation, see www.yourvoiceprotected.ca