



Assurance Report November 2021



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Message from the Board Chair

Reflecting on the first five months of working with our Assurance Report and the strategies articulated in it, we are excited about the movement we have seen towards realizing our goals that will increase the capacity of the school to provide for the needs of the community and the real difference these strategies will make in the lives of the students who attend YKCS as we strengthen the good things we have been doing. Though we have begun implementation of new strategies with promising anecdotal results, the five months that we have had so far, with the influence of the pandemic, have not given sufficient data to quantify the efficacy of these strategies.

The fact that parents choose year after year to enroll their children at YKCS, which requires financial sacrifice, shows that the school has a program and mission that is well appreciated. We are grateful to God who sustains the community in their ongoing support as they give time, prayers, donations and skills, each of which is essential to our ability to disciple students in such a way that they understand the whole of life and knowledge as a gift of grace to be offered back to Him in joy as one lives faithfully and responsibly in the community He has placed them in.

Accountability Statement for the Education Plan

The Assurance Report for Yellowhead Koinonia Christian School commencing September 5, 2021, was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Assurance Report for 2021 - 2024 on November 15, 2021.

Respectfully submitted,

Original Signed

Shane Vanderkooi

YKCS Board Chair

Original Signed

Lisa Golding

Principal

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Mission Statement:

Yellowhead Koinonia Christian School is a Christ-centered discipleship school that exists to assist Christian families in developing the spiritual lives and academic potential of its students.

Vision Statement:

YKCS has a vision to glorify our Lord Jesus Christ by preparing students through a quality education characterized by academic excellence and a foundation of truth as revealed in God's Word. As a distinctly Christian, independent school, YKCS is committed to an example of integrity and service in our community and in developing graduates who understand, embrace and live out a thoroughly Christian worldview.

Statement of Faith:

1. We believe that the Bible, containing the 66 books of the Old and New Testaments, is the only inspired, inerrant, infallible Word of God and is the final authority on the Christian faith and life. (II Timothy 3:16; II Peter 1:21).
2. We believe there is only one God, who exists eternally in three equal persons — Father, Son, and Holy Spirit — and who created out of nothing the heavens and the earth and all that is in them by the power of His spoken word (Genesis 1:1; Genesis 1:26; Psalm 33:6; Matthew 28:19; John 1:1-3; Mark 1:9-11; Hebrews 11:3).
3. We believe that Jesus Christ is both true God and true man (Exodus 3:13-15 and John 8:58-59; John 1:1-18; John 10:30-33; Galatians 4:4-5; Philippians 2:5-8; Hebrews 2:14-18). We believe in His virgin birth (Isaiah 7:14; Matthew 1:18-23; Luke 1:26-35); His sinless life (Hebrews 4:15; Hebrews 7:26); His miracles (John 2:11); His substitutionary death (Romans 4:25; Romans 5:8; Galatians 3:13-14; Hebrews 2:9); His physical resurrection (Luke 24:39-43; I Corinthians 15:1-22); His ascension to the right hand of the Father (Mark 16:19; Luke 24:50-53); and His personal, visible, and bodily return in power and glory to judge the living and the dead (Acts 1:11; Revelation 20:11-15; Revelation 22:12).
4. We believe that men and women were created by God in His own image (Genesis 1:27; Genesis 9:6); that marriage was instituted by God whereby a man and a woman are joined together in lifelong commitment to faithful companionship, and that Biblical marriage is the only legitimate and acceptable context for sexual intimacy (Genesis 2:20-24; Matthew 19:4-6; Romans 7:2; I Thessalonians 4:1-8; Hebrews 13:4). We believe that all men and women are born spiritually separated from God because of sin (Genesis 3:23-24; Romans 3:10-12; I John 1:8-10), and are incapable of being reconciled to God apart from the work of Jesus Christ (Romans 5:6-8; Acts 4:12; Ephesians 2:1-5).
5. We believe in the absolute necessity of rebirth by the Holy Spirit for salvation (John 3:1-3; I Peter 1:23). We believe that man is justified (declared righteous) by God on the single ground of the righteousness of Jesus Christ (namely, His sacrificial and atoning death on the cross to pay the penalty for sin, and His perfect obedience) freely given to all who believe in Him. We believe that this saving work and perfect righteousness of Jesus Christ can only be received by faith alone (Isaiah 53:1-12; Jeremiah 23:6; Matthew 20:28; John 3:16-19; John 5:24; Romans 3:21-26; Romans 4:1-3; Romans 5:8-19; Romans 10:1-10; I Corinthians 1:30; II Corinthians 5:21; Galatians 2:21; Ephesians 2:8-9; Philippians 3:7-9; I John 4:10).
6. We believe in the physical resurrection of both the saved and the lost. Those who are saved will rise to eternal life, and those that are lost to eternal punishment (Matthew 16:27; John 5:28-29; Matthew 25:46; I Corinthians 15:12-17).
7. We believe that the Church is the body of born-again believers in fellowship with Christ and with fellow believers (I Corinthians 12:12-13; Ephesians 2:19-21; Hebrews 10:25).
8. We believe in the presence and power of the Holy Spirit, who indwells believers enabling them to live a Godly life (Romans 8:13-14; I Corinthians 3:16; I Corinthians 6:19-20; Ephesians 2:10; Ephesians 5:15-21). 9)

9. We believe that mankind was created in the image of God, after His likeness and therefore has transcendent, intrinsic worth (Genesis 1:27). The murderous destruction of any human life from conception to natural death is unjustifiable and wrong in the sight of God.
10. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God (Genesis 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person.
11. We believe that men and women were created by God in His own image (Genesis 1:27; Genesis 9:6), that marriage was instituted by God whereby a biological man and a biological woman are joined together in lifelong commitment to faithful companionship, and that Biblical marriage is the only legitimate and acceptable context for sexual intimacy (Genesis 2:20-24; Matthew 19:4-6; Romans 7:2; I Thessalonians 4:1-8; Hebrews 13:4).

Values and Characteristics

Koinonia

Koinonia is the Greek word often translated as community or fellowship. God made people to live together and we are committed to being a community that lives and learns together according to the grace and joy we have received in Christ as the children of God. As people learning in koinonia our lives are turned outward such that each person, being wonderfully different, having a unique, God-given place in their community and world. We affirm the glory of each person according to their distinct likeness to Christ and as such each student is encouraged to grow ever more intellectually, emotionally, socially and spiritually to embody the glory of love of God to each other and society around us. Beyond this we find fellowship with our local community of churches who support us and other schools who share our fundamental mission across Alberta.

Evangelical

Our faith is centered on God who loves and in love revealed Himself to people in many different ways throughout history. As an evangelical community we believe that tradition, reason and experience are essential to understanding God and life. More than each of these those, the Bible is the primary way that God currently is revealing Himself and His will to humanity and is the rule of faith as the Spirit leads us in understanding it.

Redemptive

God created all things good and glorious according to His creative wisdom. Though marred by sin, Christ, our perfect teacher and example, shows us that humanity, culture and creation are to be redeemed. This is the mission of God's people as they are led by the love of Christ and the power of the Spirit. Joining God in His mission to redeem His world requires that we come to know what it means to live humbly and seek justice as we manifest God's love for His whole creation.

A Profile of the School Authority

Yellowhead Koinonia Christian School (Y.K.C.S.) is located at 430-72 Street, Edson, Alberta. We are an accredited, independent, interdenominational school which is parent owned and parent operated with parental involvement in all aspects of school operation. Each year members in good standing with the Society elect parents to our local school board. The school has existed for over 30 years but in June of 1997 became a part of Koinonia Christian Schools and is currently an associate member of this organization. YKCS is also a member of the Association of Independent Schools and Colleges of Alberta (AISCA) and the Association of Christian Schools International (ACSI).

The building, completed in 2003, includes a gymnasium, chapel, and commercial kitchen. The school building contains 7 classrooms, a learning common, administration offices, chapel, and a resource room. In 2021-2022 we have 4.0 FTE Teachers, 2.8 FTE special needs assistants, two home school coordinators, two 2.0 FTE administrator/teachers. There are 1.1 FTE programming assistants. We operate with a 1.0 FTE Receptionist/Bookkeeper.

We offer an ECS program every Monday, Wednesday and Friday throughout the school year that totals approximately 525 hours. The student/teacher ratio being low enables much individual attention, and provides a stimulating, interactive environment where students can experience success.

Y.K.C.S offers Christian based education and is committed to spiritual and academic excellence in all things for the glory of God.

Community Demographics

	2018 – 2019	2019 - 2020	2020 - 2021	2021 - 2022
In-School Students K-12	70	81	74	71
Homeschool Students	17	9	13	16
Preschool Students	6	10.5	6	7
Self-Identifying FNMI Students	9	9	9	6
Visible Minority Students	10	9	9	13
Financial Assistance Students	4	6	4	2
Severe Disability	5	6	3	4
PUF	0	1	0	1
Mild / Moderate / Gifted	No Data	No Data	10	6
ESL / ELL Students	No Data	8	7	9

Family Faith Demographics*

	2020 - 2021	2021 - 2022
Carrot Creek (non-denominational)	1	2
Alliance	4	3
Baptist	11	13
C.R.C.	1	1
Family of Faith	5	2
Mennonite	3	3
Pentecostal	6	5
Undeclared	8	1
United	1	2
Other Nondenominational	-	4
Catholic	-	1

*At least one primary care giver from each family is required to sign that their faith is aligned with the school's statement of faith.

High School Completion Results

The data presented by the government is not entirely a fair representation of YKCS in that a number of students, upon graduation, have gone on to post-secondary institutions that are not recognized for this data (eg. Peace River Bible College). As such, when this is taken into account, our transition rate to post-secondary is close to, if not exceeding Alberta averages. Our data, however, does not account for completion of post-secondary programs.¹

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 ²	Totals & Percentages
Grade 12 In-Class Students	5	4	2	4	1	1	5	N/A	22
Completed Diploma	5	2	2	4	1	1	4	N/A	19/22 86.3%
Completed Certificate of Completion	N/A	N/A	N/A	N/A	N/A	N/A	1	N/A	1/22 4.5%
Did not Complete High School	N/A	2	N/A	N/A	N/A	N/A	N/A	N/A	2/22 9.1%
Went on to Recognized Post-secondary	1	2	No Data	1	1	1	1	N/A	7/22 31.8%
Went on to Unrecognized Post-secondary	4	0	1	0	N/A	N/A	3	N/A	36.4% 8/22



¹ For the government results please see Appendix 1.

² In the 2020-2021 school year we did not have any grade 12 students.

Whistleblower Protection:

The policy was adopted March 26, 2014. There were no disclosures reported to the chief officer of Yellowhead Koinonia Christian School.

Local and Societal Context

Assurance Element 1: Parents are involved in the education of their children.

Rationale:

This assurance element represents a significant aspect of who we are as a school, as per our mission statement. Currently we are doing well with regards to the element, but need to keep it an ongoing priority as some parents have expressed concern about being involved in the lives of their children at school – possibly due to Covid.

Strategies:

- Greater use of social media to keep parents and the community up to date.
- Change from doing monthly newsletters to more regular smaller messages to keep parents up to date on what is happening in the school.
- Encourage parental involvement in decision making affecting their children at PTIs.
- Parents are included in HS planning process and are part of decision making regarding changes to that plan.
- Proactively informing parents about HS streaming.
- Parents are often invited to help in various ways in the classroom, especially in Div. 1 classes and coaching.
- Parents are engaged to participate in committees.

Measures and Results:

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Yellowhead Koinonia										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	28	99.1	22	100.0	21	97.3	17	100.0	27	93.8	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	22	98.2	16	100.0	15	94.6	17	100.0	21	87.6	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	6	100.0	6	100.0	6	100.0	5	*	6	100.0	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Percentage of parents satisfied with parental involvement in decisions about their child's education.

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are you involved in decisions about your child's education? Would you say	2017	22	64	32	5	0	0	95
	2018	16	69	31	0	0	0	100
	2019	14	71	14	14	0	0	86
	2020	17	82	18	0	0	0	100
	2021	21	57	33	5	5	0	90
To what extent are you involved in decisions at your child's school? Would you say	2017	22	55	41	0	5	0	95
	2018	16	50	50	0	0	0	100
	2019	15	73	13	13	0	0	87
	2020	17	76	24	0	0	0	100
	2021	21	67	14	0	19	0	81

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered	2017	22	73	27	0	0	0	100
	2018	16	69	31	0	0	0	100
	2019	15	87	13	0	0	0	100
	2020	17	88	12	0	0	0	100
	2021	21	67	24	0	10	0	90
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education	2017	22	73	27	0	0	0	100
	2018	16	75	25	0	0	0	100
	2019	15	87	13	0	0	0	100
	2020	17	82	18	0	0	0	100
	2021	21	67	19	10	5	0	86
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school	2017	22	77	23	0	0	0	100
	2018	16	81	19	0	0	0	100
	2019	15	87	13	0	0	0	100
	2020	17	82	18	0	0	0	100
	2021	21	71	19	0	10	0	90

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

YKCS Measures and Results

Parents Regularly / Occasionally Volunteering In or Contributing to YKCS

	2019-2020	2020-2021	2021-2022
Kindergarten	3	4	
Grades 1-2	9	2	
Grades 3-4	3	6	
Grades 5-6	6	6	
Grades 7-8	6	9	
Grades 9 - 12	6	3	
Sports			
Other			

Committee Statistics

	Staff Members
	Community Members
	Parent Members
	Casual Contributors
	Total Involved

	2017-2018					2018-2019					2019-2020					2020-2021					2021-2022				
Finance Committee	2	1	2	-	5	2	-	3	-	5	2	-	3	-	5	2	-	3	-	5					
Maintenance Committee	-	-	2	2	4	-	-	2	2	4	-	-	3	3	6	1	-	1	1	3					
Fundraising Committee	1	-	2	2	5	2	-	3	3	8	2	-	2	2	6	2	1	2	2	6					
OHS	No Data															4	-	-	1	5					

Assurance Element 2: Local stakeholders are engaged in setting priorities for the school.

Rationale:

As an independent Christian school parents only enroll their children – at personal cost to themselves – if they believe that the school provides what their children need and, therefore, need to remain conscientiously accountable to them when setting priorities for the school culture and academics. We also are dependent on churches to communicate our existence to new members of the community, so it is essential that the school is trusted by churches as an institution that is faithful to the values of the Christian community at large. Finally, our students enter the community through service projects, work experience and RAP, so having a strong relationship with community partners affords our students more opportunities in their education and afterward.

Strategies for Encouraging Stakeholder Participation

Ongoing Strategies:

- Encourage parental involvement in decisions affecting their students at parent–teacher conferences.
- Continue implementing high school planning guide for all students in high school together with parents being informed about significant changes to planning.
- Proactively informing parents about high school streaming / completion options.
- Administration supported the board in seeking out new board members on a longer timeline.
- Seek pastoral engagement with the board, involvement in chapel.

Emerging Strategies & Timeline:

- Standard annual survey to stakeholders (2020-2021)
- Administration supports board in seeking out new board members (2020-2021)
- Increase number of board members to gain a broader set of perspectives in decision making – ideally from the various churches represented in the student population, pastors and business people (2021-2022)
- Use Flourishing Schools Tool
 - Survey (2021-2022)
 - Analysis Tool (2022-2023)
 - Growth Area Action (2023-2024)

Ab. Ed. Measurements and Results

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Yellowhead Koinonia										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	75	85.1	61	82.4	56	90.8	70	93.9	75	89.4	n/a	n/a	n/a	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	22	82.6	16	64.5	14	86.0	17	96.8	21	91.9	n/a	n/a	n/a	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	47	78.3	39	88.5	36	86.3	53	91.1	48	79.5	n/a	n/a	n/a	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	6	94.3	6	94.3	6	100.0	5	*	6	96.8	n/a	n/a	n/a	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

- 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

School Improvement Measure History

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.

	Yellowhead Koinonia										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	75	94.6	62	93.7	57	97.9	69	98.1	67	94.7	n/a	n/a	n/a	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	22	95.5	16	87.5	15	100.0	17	100.0	19	100.0	n/a	n/a	n/a	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	47	88.2	40	93.5	36	93.8	52	96.2	48	89.4	n/a	n/a	n/a	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	6	100.0	6	100.0	6	100.0	5	*	5	*	n/a	n/a	n/a	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

Notes:

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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.

School Improvement - 3 Year Rolling Average

	Yellowhead Koinonia						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	65	95.4	63	96.6	63	98.0	270,747	80.9	258,896	81.0	262,722	81.3
Parent	18	94.3	16	95.8	16	100.0	33,414	80.1	34,764	79.9	35,028	80.2
Student	41	91.8	43	94.5	44	95.0	205,554	80.2	191,538	79.7	194,755	79.5
Teacher	6	100.0	6	100.0	6	100.0	31,780	82.4	32,594	83.3	32,940	84.2

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.

Comment on Results:

With the rest of Alberta, we experienced approximately a 4% drop in the area of satisfaction with program access. Based on our historical consistency and considering what has changed, this is most likely due to the difficulty related to providing programs and services during the pandemic. Some notable areas to improve based on analysis of the granular data are:

- Parents of students in grades 7-9 are concerned about academic counselling, getting support with reading and writing.
- Students:
 - Grades 4-6 are concerned about getting help with reading and writing, and are unsure about access to our library.
 - Grades 7-12 are concerned to get help with course selection, career planning, reading and writing, and accessing the library.

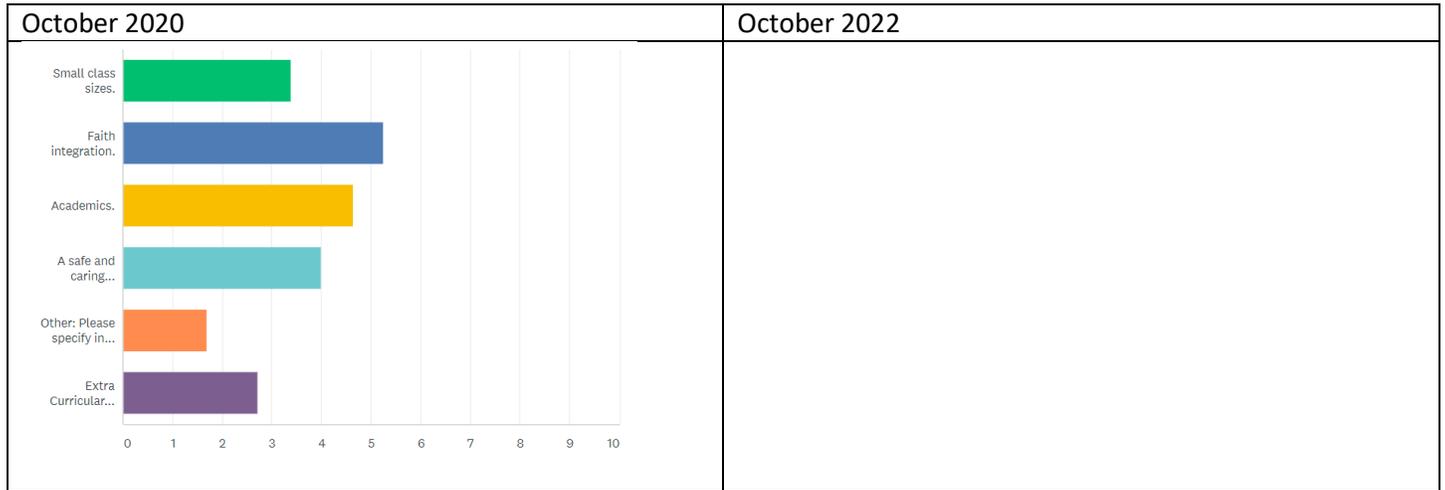
Local Stakeholder Priorities

The following survey items were sent to the community, the data overwhelmingly reflects the opinions of parents primarily and staff secondarily. These are the two demographic groups who responded. It should be noted that a number of our staff are also parents - 19/80 students are staff children.

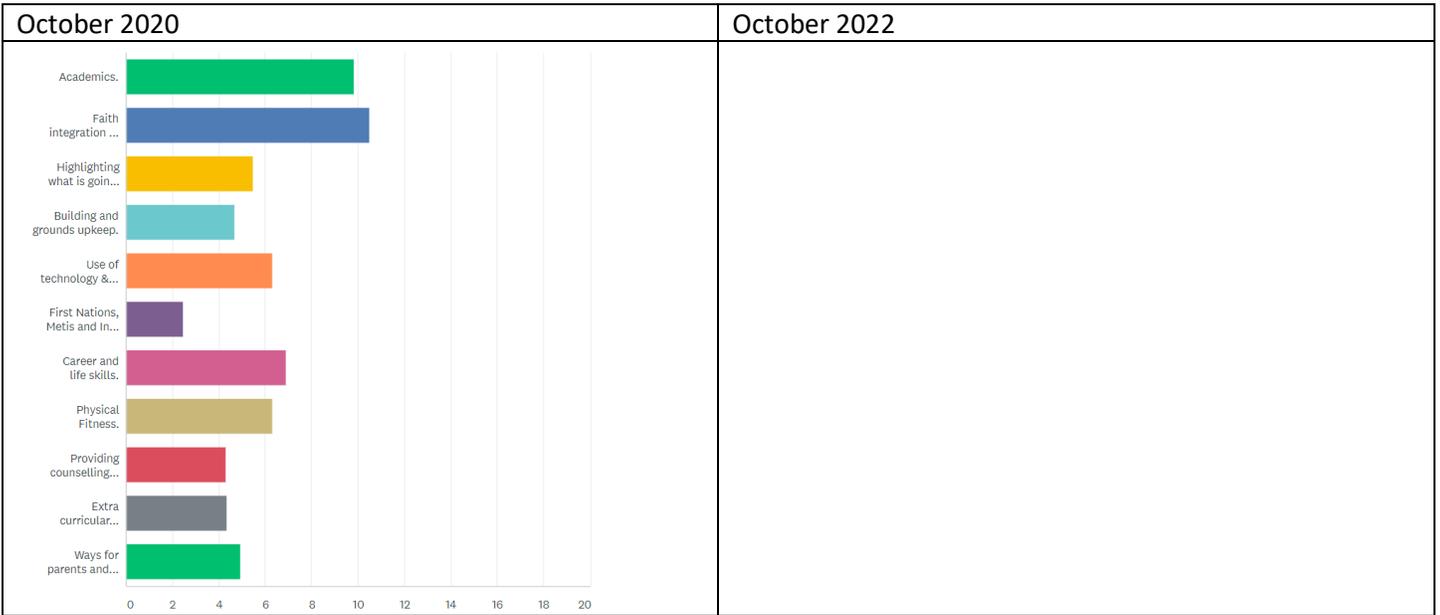
YKCS Measurements and Results

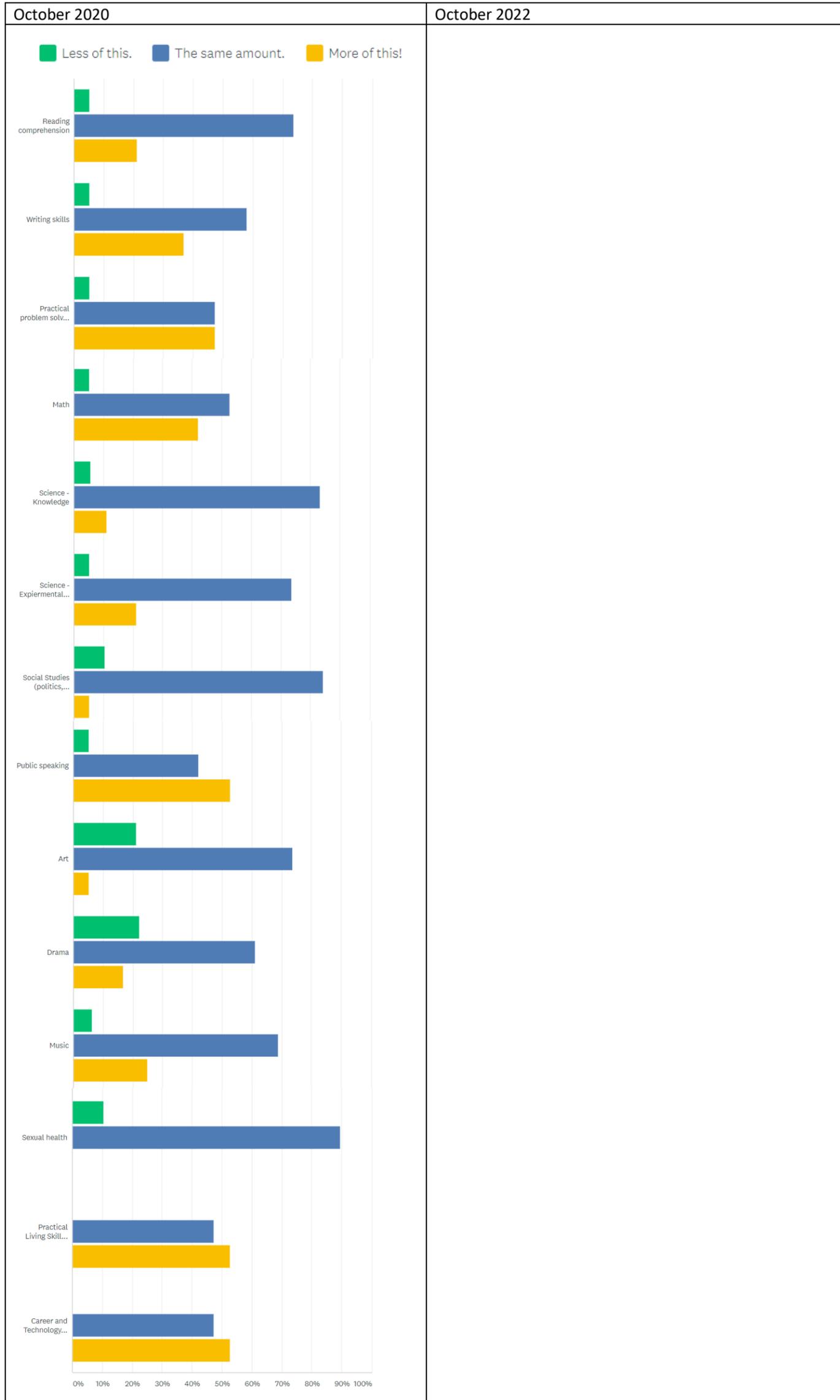
The following survey questions are issued every second year to allow for family turn-over and student aging.

Primary Values in Selecting a School

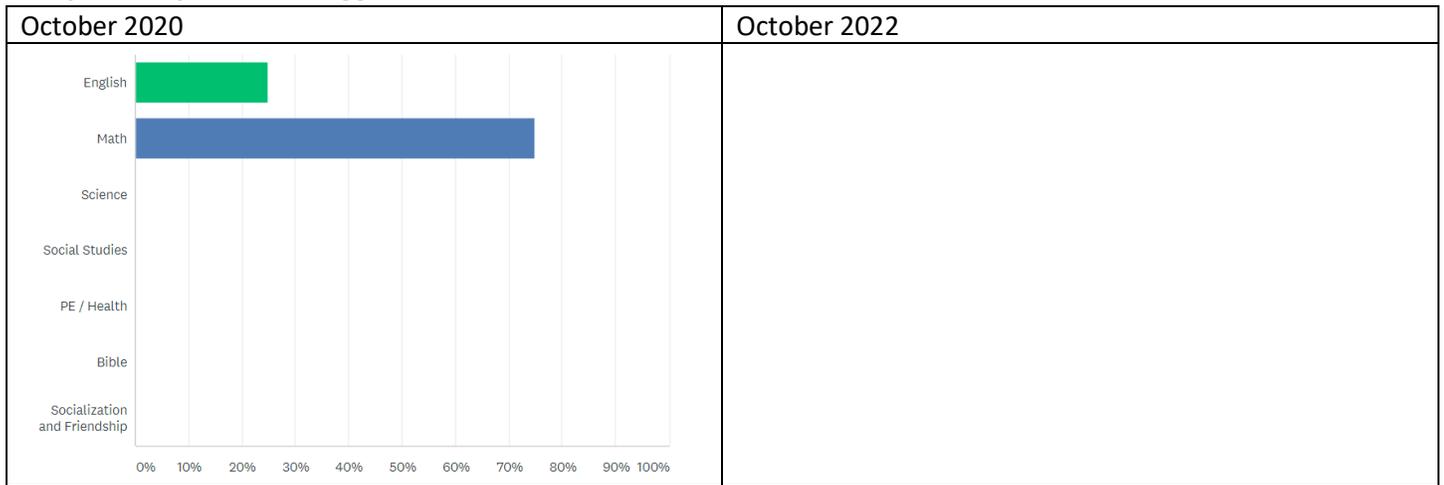


Priorities for School Improvement





Identification of Student Struggles



Flourishing Schools Tool Results

To be included in the 2022 report.

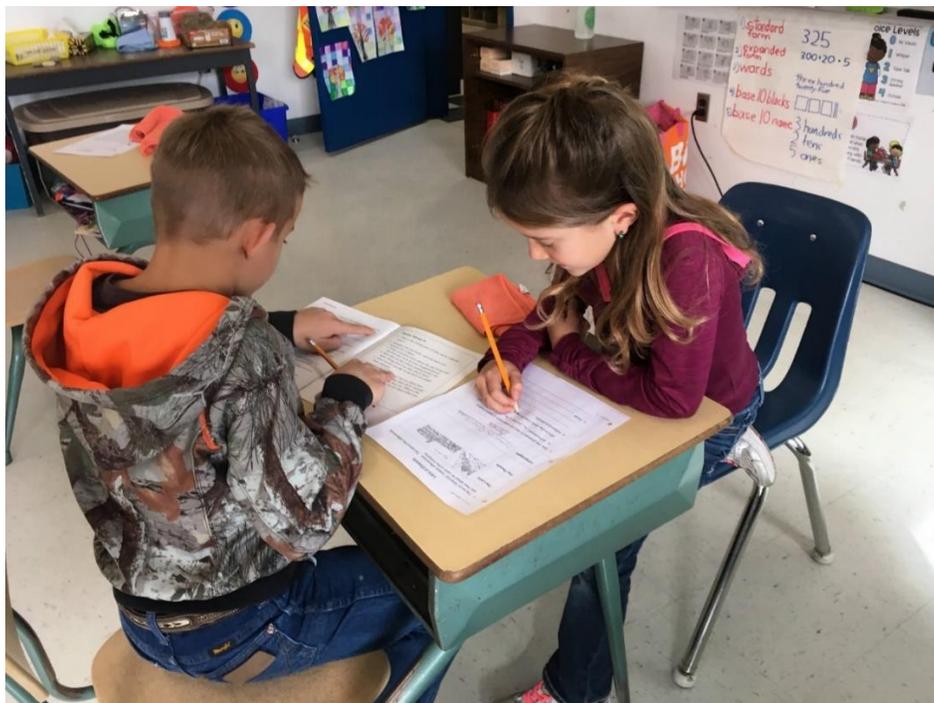
Trend Analysis

From parents and staff we see clearly that the responding community highly values faith integration and the academics of school and of the major categories, overwhelmingly it is felt that students struggle with math.

In most areas the school is providing for student needs though there is a definite desire to promote practical skills (career, life and communication).

Unfortunately only one self-identifying FNMI person responded, so it is difficult to determine whether the very low concern for FNMI issues is reflective of those self-identifying students. That FNMI person did, however, rate the priority of this issue as “very low”.

These trends have been accounted for in the goal setting and strategies in other portions of the Assurance Framework.



Student Growth and Achievement

Assurance Element 3: Students will grow in the knowledge, practice and conviction of their faith.

Rationale:

Faith in the God of the Bible is our raison d'être – our reason for being – it is in our mission statement and what defines us as a community. As such it is no surprise that it is the single most significant reason for parents in choosing YKCS for their children to attend.

Strategies:

Ongoing Strategies:

- Weekly chapels that bring in local pastors, video series, singing and/or staff lead activities.
- Daily Bible classes.
- Classes are encouraged to do service projects for the school and community.
- Biblical integration into all subjects.
- Service projects in the community.
- Secondary students participate in missions trips as opportunities arise.

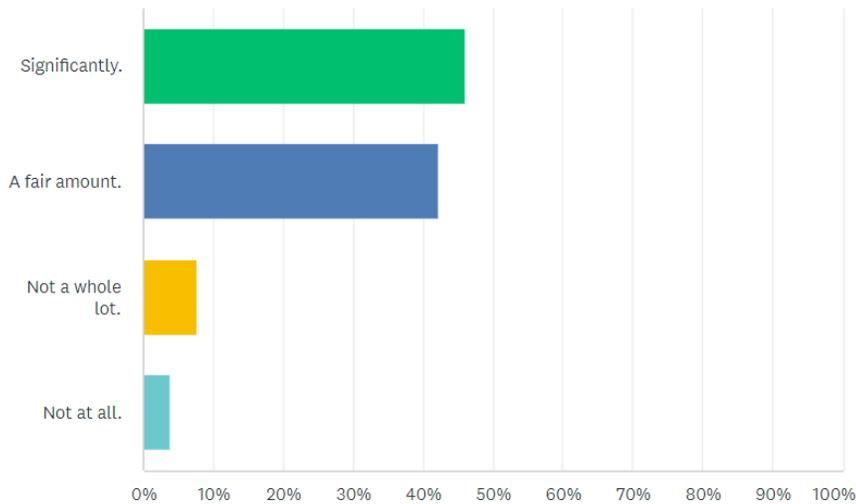
Emerging Strategies:

- Four staff are doing biblical integration PD (2021-2022)
- New Bible curriculum through ACSI
 - Grades 5/6 2020-2021
 - Grades K-4 2021-2022
- Standardized Bibles for grades K-4 for readability (2021-2022).
- Refocused on Bible memory (2021-2022)

YKCS Measures and Results:³

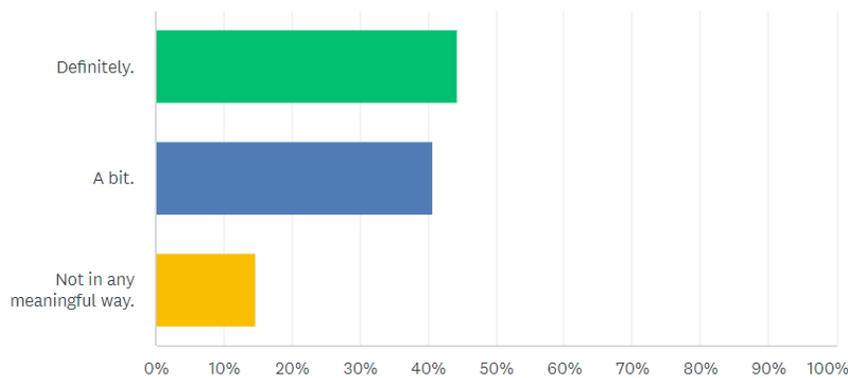
Student Faith Survey

I have grown in my biblical knowledge because of studies at YKCS.



The results numerically were: 12/11/2/1.

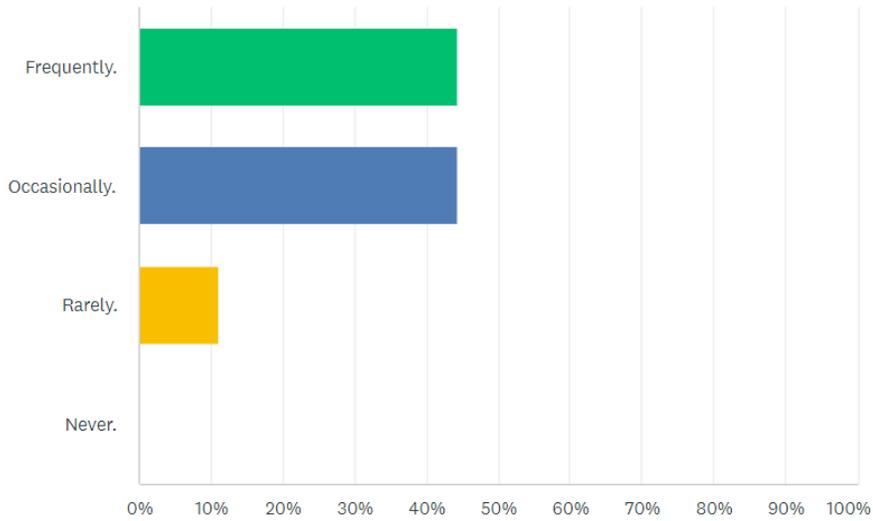
Thinking back over the last 3-5 years, I have grown in my faith because of attending YKCS.



The results numerically were: 12/11/4.

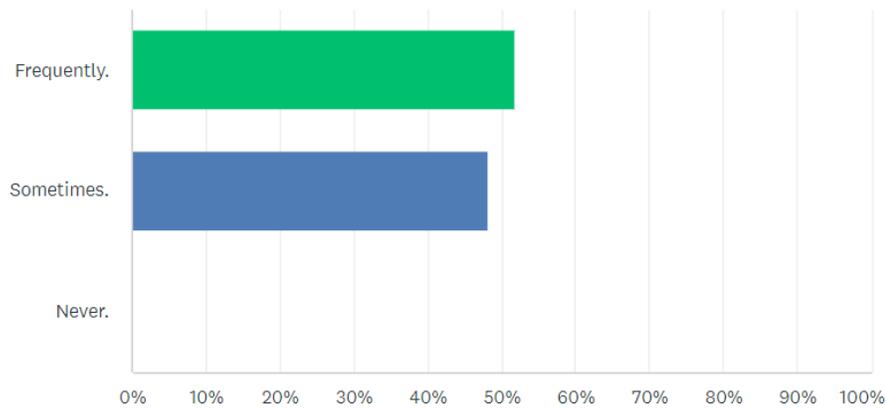
³ A future measure may be to do an alumni survey to get a better sense of what happens to our students' faith after they graduate.

By being part of YKCS I have had opportunities to genuinely express my faith.



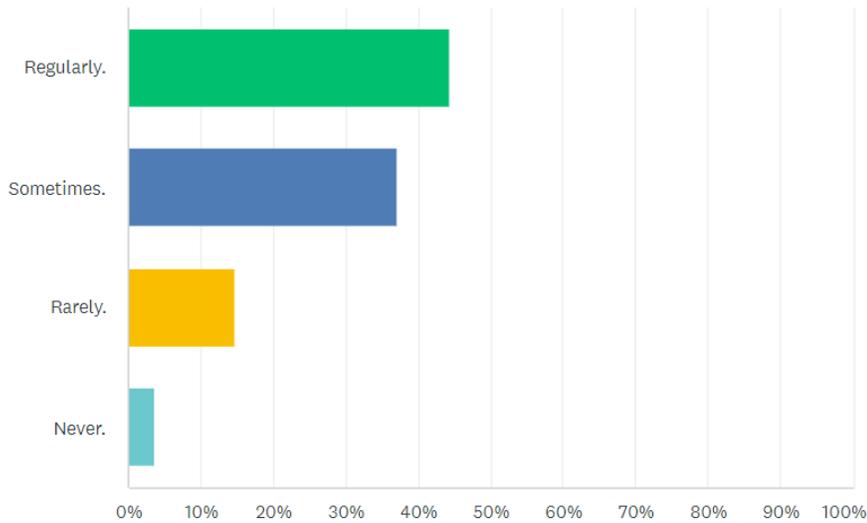
The results numerically were: 12/12/3/0.

In my studies at YKCS I have been challenged to think more critically about my faith and the world without losing my faith.



The results numerically were: 14/13/0.

I am challenged to think about the different school subjects through the perspective of faith:



The results numerically were: 12/10/4/1.

Regarding the results:

- 73 Responses were highly positive = 54%
- 46 Responses were moderate = 34%
- 15 Responses were relatively negative = 11%

It appears that in general the school, from the perspective of students, is benefiting them spiritually. Further work needs to be done to determine new, more regular ways to allow students to meaningfully express their faith, which should in turn help them to both grow in their faith and existentially understand their faith better. It is also necessary to make sure we show the relevance of our faith to all areas of life and subjects.

Assurance Element 4: Students demonstrate competencies and capacities according to the Alberta Programs of Study with an emphasis on numeracy and literacy.

Rationale:

Based on standardized test results, our parent surveys and discussion among staff it is clear that there is need for systematic emphasis on Math and ELA.

Strategies and Five Year Plan for Strengthening Numeracy and Literacy

Ongoing and General Academic Strategies:

- Administration and teachers do a thorough examination of PAT/Diploma results to determine strengths and weaknesses of program delivery and report findings and modified strategies to administration.
- Ongoing communication with parents through automated weekly assignment / grade updates.
- Staff spend time preparing students for the format used by PAT/Diploma exams and doing practice questions.
- Students collaboratively learn in technological environments to increase cooperative learning and strategy sharing.
- System-wide meetings are held to discuss patterns of deficiency.

Emerging Math Strategies:

- New math Nelson curriculum for Kindergarten (2020-2021)
- Splitting math 7 and 8 into single curriculum classes (2020-2021)
- Mathletics app for diagnostics, assessment, and math enrichment (2021-2022)
- Jump Math for Grade 1 & 2 (2021-2022)
- Hire more staff to offer all high school core classes locally (2021-2022)
- Acadience – Standardized Math Assessments (2021 – 202X)

Emerging ELA Strategies:

- Empowering writers program (2020-2021)
- Integrating apps into teaching (2020-202X)
 - Squiggle Park (2020)
 - Headsprout (2020)
 - Readtheory (2020)
 - Dreamscape (2020)
- Purchasing new novels for secondary ELA (2021-2022)
- Acadience – Standardized Reading Assessments (2021 – 202X)
- Heggerty – Phonological and Phonemic Awareness Program (2021 – 202X)

Ab. Ed. Measurements and Results

Program of Studies

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.

	Yellowhead Koinonia										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	56	84.5	45	87.4	41	95.5	44	93.1	60	89.8	n/a	n/a	n/a	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	22	92.0	16	92.3	15	100.0	17	95.3	21	93.3	n/a	n/a	n/a	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	28	61.5	23	71.9	20	88.7	27	90.9	33	80.4	n/a	n/a	n/a	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	6	100.0	6	97.9	6	97.7	5	*	6	95.6	n/a	n/a	n/a	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Analysis:

Across all demographics we are seeing a drop with regards to this measurement:

- The parental drop was mainly dissatisfaction regarding the lack of fine arts being offered. Unfortunately what is offered varies from year to year based on student interest and staff ability, this year the issue was compounded by the pandemic.
- Students in grades 7-9 are looking for more access to instruction in music, computers, languages, and the general variety of courses.
- Students in grades 10-12 are looking for more access to drama, music, and language courses.

Despite these recent drops we are still positive that students and parents generally appreciate their access to a broad program of studies. From grades 9 to 12 we have 18 students. We offer a flexible program for such a small high school and while our offerings are fewer than many schools in Alberta our relatively high school is probably a reflection of our effort to sustain diversity of student-directed learning options in high school as well as a variety of different CTF classes for our Jr. High students.

Numerous parents over the past few years noted their dissatisfaction with our usage of online learning for the high school students (grades 9 – 12) for core courses which is likely holding back our scores in some of these areas, in response to this we have attempted to meet almost all core streaming needs locally in the 2021-2022 year.

Student Learning and Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Yellowhead Koinonia Christian										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75	92.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	48	78.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Student Learning and Engagement Results Comments

There is significant discrepancy here between students on the one hand and parents / teachers on the other. In the detailed data math especially is seen as uninteresting and less enjoyable than the other subjects – especially social studies and science. Language arts also scores somewhat weaker in these areas, but less so.

Through Mathletics, now teachers have access to problem solving challenges that are based on real-world situations that can be integrated into their classes to help students understand the application of their studies.

Standardized diagnostic and formative tests that help teachers identify areas of weakness and resolve them should help scores here as well; as students succeed more, their attitude towards the subject should change.

Provincial Achievement Tests

The three year rolling average has been selected for this report as opposed to the single year statistics because sometimes our classes are so small that data is suppressed and / or because of small classes statistical data is of limited

value. People who are familiar with the students in classes can also often discern how individual students scored looking at year to year statistics.

Grade 6 PAT Results – 3 Year Rolling Average

English Language Arts 6

		Yellowhead Koinonia			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	8	7	7	49,573	51,977	53,180
	Students Writing	8	7	7	44,843	47,016	48,159
	Students Writing (%)	100.0	100.0	100.0	90.5	90.4	90.6
Results Based on Number Enrolled	Acceptable Standards (%)	100.0	100.0	100.0	82.9	83.1	83.3
	Standard of Excellence (%)	12.5	0.0	0.0	19.1	18.2	17.8
	Below Acceptable Standard (%)	0.0	0.0	0.0	7.5	7.4	7.2
Results Based on Number Writing	Acceptable Standards (%)	100.0	100.0	100.0	91.7	91.8	92.0
	Standard of Excellence (%)	12.5	0.0	0.0	21.1	20.1	19.7
	Below Acceptable Standard (%)	0.0	0.0	0.0	8.3	8.2	8.0

Mathematics 6

		Yellowhead Koinonia			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	8	7	7	49,502	51,924	53,132
	Students Writing	8	7	7	44,962	47,143	48,318
	Students Writing (%)	100.0	100.0	100.0	90.8	90.8	90.9
Results Based on Number Enrolled	Acceptable Standards (%)	65.2	42.9	42.9	71.5	71.6	72.7
	Standard of Excellence (%)	6.3	0.0	0.0	13.5	13.9	14.5
	Below Acceptable Standard (%)	34.8	57.1	57.1	19.3	19.2	18.2
Results Based on Number Writing	Acceptable Standards (%)	65.2	42.9	42.9	78.7	78.9	80.0
	Standard of Excellence (%)	6.3	0.0	0.0	14.9	15.3	16.0
	Below Acceptable Standard (%)	34.8	57.1	57.1	21.3	21.1	20.0

Science 6

		Yellowhead Koinonia			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	n/a	14	14	49,520	51,966	53,198
	Students Writing	n/a	14	14	44,772	47,006	48,304
	Students Writing (%)	n/a	100.0	100.0	90.4	90.4	90.8
Results Based on Number Enrolled	Acceptable Standards (%)	n/a	71.4	71.4	77.9	77.8	78.2
	Standard of Excellence (%)	n/a	7.1	7.1	28.9	29.4	29.6
	Below Acceptable Standard (%)	n/a	28.6	28.6	12.5	12.7	12.6
Results Based on Number Writing	Acceptable Standards (%)	n/a	71.4	71.4	86.2	86.0	86.1
	Standard of Excellence (%)	n/a	7.1	7.1	31.9	32.5	32.6
	Below Acceptable Standard (%)	n/a	28.6	28.6	13.8	14.0	13.9

Social Studies 6

		Yellowhead Koinonia			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	n/a	14	14	49,511	51,937	53,164
	Students Writing	n/a	14	14	44,711	46,976	48,202
	Students Writing (%)	n/a	100.0	100.0	90.3	90.4	90.7
Results Based on Number Enrolled	Acceptable Standards (%)	n/a	78.6	78.6	73.1	74.7	75.7
	Standard of Excellence (%)	n/a	21.4	21.4	22.3	23.1	23.8
	Below Acceptable Standard (%)	n/a	21.4	21.4	17.2	15.7	15.0
Results Based on Number Writing	Acceptable Standards (%)	n/a	78.6	78.6	81.0	82.6	83.4
	Standard of Excellence (%)	n/a	21.4	21.4	24.7	25.5	26.3
	Below Acceptable Standard (%)	n/a	21.4	21.4	19.0	17.4	16.6

Grade 9 PAT Results – 3 Year Rolling Average

English Language Arts 9

		Yellowhead Koinonia			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	9	9	9	45,363	46,591	47,144
	Students Writing	8	9	9	40,295	41,343	41,817
	Students Writing (%)	88.9	94.4	100.0	88.8	88.7	88.7
Results Based on Number Enrolled	Acceptable Standards (%)	77.8	83.3	88.9	76.6	76.0	75.6
	Standard of Excellence (%)	11.1	11.1	11.1	14.9	14.8	14.7
	Below Acceptable Standard (%)	11.1	11.1	11.1	12.2	12.7	13.1
Results Based on Number Writing	Acceptable Standards (%)	87.5	88.2	88.9	86.3	85.7	85.3
	Standard of Excellence (%)	12.5	11.8	11.1	16.8	16.7	16.6
	Below Acceptable Standard (%)	12.5	11.8	11.1	13.7	14.3	14.7

Mathematics 9

		Yellowhead Koinonia			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	9	9	9	44,959	46,129	46,684
	Students Writing	8	9	9	40,047	41,018	41,486
	Students Writing (%)	88.9	94.4	100.0	89.1	88.9	88.9
Results Based on Number Enrolled	Acceptable Standards (%)	66.7	61.1	55.6	64.7	62.1	59.6
	Standard of Excellence (%)	11.1	16.7	22.2	17.1	17.6	17.0
	Below Acceptable Standard (%)	22.2	33.3	44.4	24.4	26.8	29.3
Results Based on Number Writing	Acceptable Standards (%)	75.0	65.3	55.6	72.7	69.9	67.1
	Standard of Excellence (%)	12.5	17.4	22.2	19.2	19.8	19.1
	Below Acceptable Standard (%)	25.0	34.7	44.4	27.3	30.1	32.9

Science 9

		Yellowhead Koinonia			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	9	9	9	45,363	46,581	47,150
	Students Writing	8	9	9	40,659	41,621	42,129
	Students Writing (%)	88.9	94.4	100.0	89.6	89.4	89.4
Results Based on Number Enrolled	Acceptable Standards (%)	77.8	83.3	88.9	74.6	75.0	75.5
	Standard of Excellence (%)	33.3	27.8	22.2	22.7	24.1	25.4
	Below Acceptable Standard (%)	11.1	11.1	11.1	15.0	14.4	13.9
Results Based on Number Writing	Acceptable Standards (%)	87.5	88.2	88.9	83.3	83.9	84.4
	Standard of Excellence (%)	37.5	29.9	22.2	25.4	26.9	28.4
	Below Acceptable Standard (%)	12.5	11.8	11.1	16.7	16.1	15.6

Social Studies 9

		Yellowhead Koinonia			Alberta		
		2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Participation	Students Enrolled	9	9	9	45,366	46,607	47,168
	Students Writing	8	9	9	40,515	41,630	42,119
	Students Writing (%)	88.9	94.4	100.0	89.3	89.3	89.3
Results Based on Number Enrolled	Acceptable Standards (%)	77.8	83.3	88.9	66.1	67.5	67.7
	Standard of Excellence (%)	22.2	16.7	11.1	19.9	20.8	21.0
	Below Acceptable Standard (%)	11.1	11.1	11.1	23.2	21.9	21.6
Results Based on Number Writing	Acceptable Standards (%)	87.5	88.2	88.9	74.1	75.5	75.8
	Standard of Excellence (%)	25.0	18.1	11.1	22.3	23.2	23.5
	Below Acceptable Standard (%)	12.5	11.8	11.1	25.9	24.5	24.2

PAT Results Comments

By looking at our three year trends we find more statistically meaningful data due to our small class sizes that would sometimes suppress data. Two items to work on that stand out from the data is that our students often fall short of the provincial average in the Standard of Excellence class and in math we have a large proportion achieving below acceptable standard – affirming the feelings of parents that this is a priority for the school.

Measurements and Results: Diploma Exams

Diploma Exam Results By Students Writing Measure History

Because we typically have small graduating classes the data for diplomas is virtually always suppressed. For more detailed tables see Appendix 2.

This chart has not been updated from the 2020-2021 report because we had no students writing diplomas in last year to change our data.

	Yellowhead Koinonia					Alberta				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
N	4	2	4	2	1	62,746	65,429	65,851	65,736	65,117
Acceptable Standard %	*	*	*	*	*	83.4	82.7	83.0	83.7	83.6
Standard of Excellence %	*	*	*	*	*	21.8	21.2	22.2	24.2	24.0

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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, Social Studies 30-2.
 3. 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.
 4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Results Analysis, Comments & Trends

Unfortunately, our classes have been too small to gather meaningful data. As we do not typically have students enroll in the school in high school if they are not already part of the school we do not anticipate adding sufficient students to gain data for this performance measure.

Assurance Element 5: Students apply knowledge, understanding and skills in real life contexts and situations.

Rationale:

Often students struggle to understand the meaning of their studies when they remain abstract, such lack of understanding breeds apathy towards studies and it is challenging if not impossible for students to reach their academic potential or see their studies as a means of figuring out God's calling on their lives in such a context. Furthermore, according to our surveys to engage parents, practical skills was a priority and our lack of CTS courses is a major reason for high school students to transition over to the public high school.

Strategies and Five Year Plan for Supporting Applied Knowledge and Skills:

Ongoing Strategies

- Offer work experience and help link students with meaningful work experience opportunities.
- Schedule high school teachers to do a mix of teacher-led CTS courses and independent-study CTS courses allowing for diversity of instruction and options.
- K-2 in-class hands on centers to promote kinesthetic learning, fine motor skills, literacy and numeracy.

Emerging Strategies

- STEM and CTF emphasis in Elementary and Jr. High options times for grades 5-8 (2021 – 202X)
- Investing in middle school age robotics (2021-2022)

- Investing in science lab equipment (2021-2022)
- Development of independent-studies CTS courses to better meet student needs and interests with limited teaching staff (2021-202X)
- Locally developed CTS Course Leadership (2022-2023)
- Locally developed CTS Course Post-Secondary and Career Exploration (2023-2024)

Ab. Ed. Measurements and Results:

Work Preparation Detail

Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Yellowhead Koinonia										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	28	100.0	22	100.0	20	96.4	17	100.0	27	100.0	n/a	n/a	n/a	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	22	100.0	16	100.0	14	92.9	17	100.0	21	100.0	n/a	n/a	n/a	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	6	100.0	6	100.0	6	100.0	5	*	6	100.0	n/a	n/a	n/a	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

Analysis:

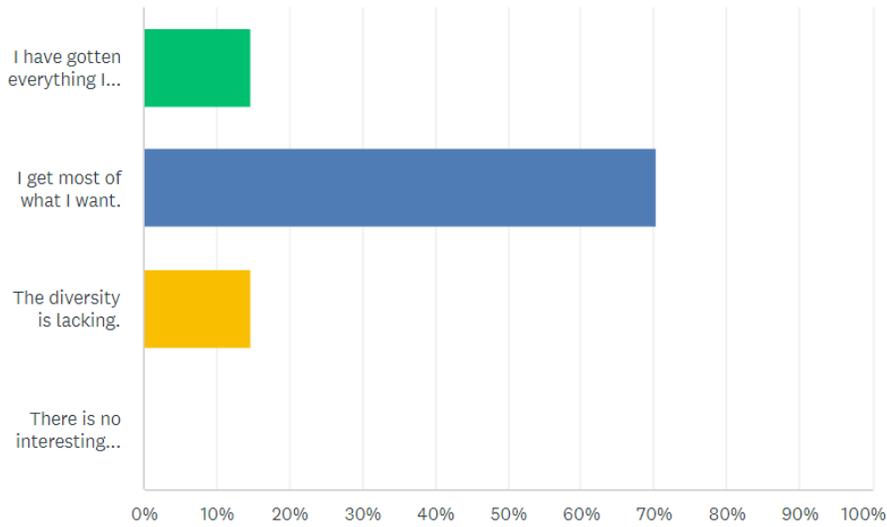
Historically we score very well in this area, making it statistically at least unclear why it would be a strategic priority, however, seen from the prospective of how many students leave in order to gain access to a wider range of career-significant courses at larger schools it is clear that to retain students this is a growth area and due to the closure of ADLC, how we offer some of our CTS options needs to change quickly.

It is also our hope that a greater emphasis on STEM and CTF at the middle school age range will help students on their PAT's, reasoning through some of the more experimentally focused questions.

YKCS Measures and Results:

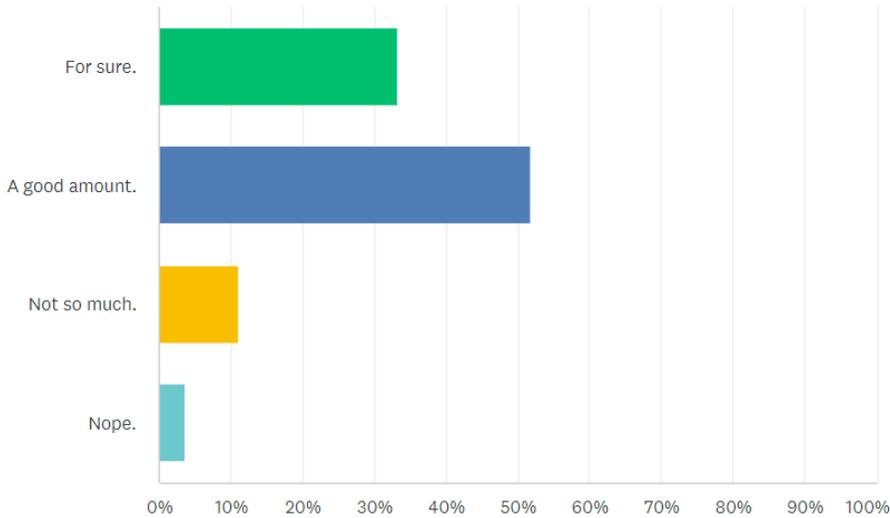
Student Survey:

I am generally happy with the range of core and career-oriented classes I have access to at YKCS.



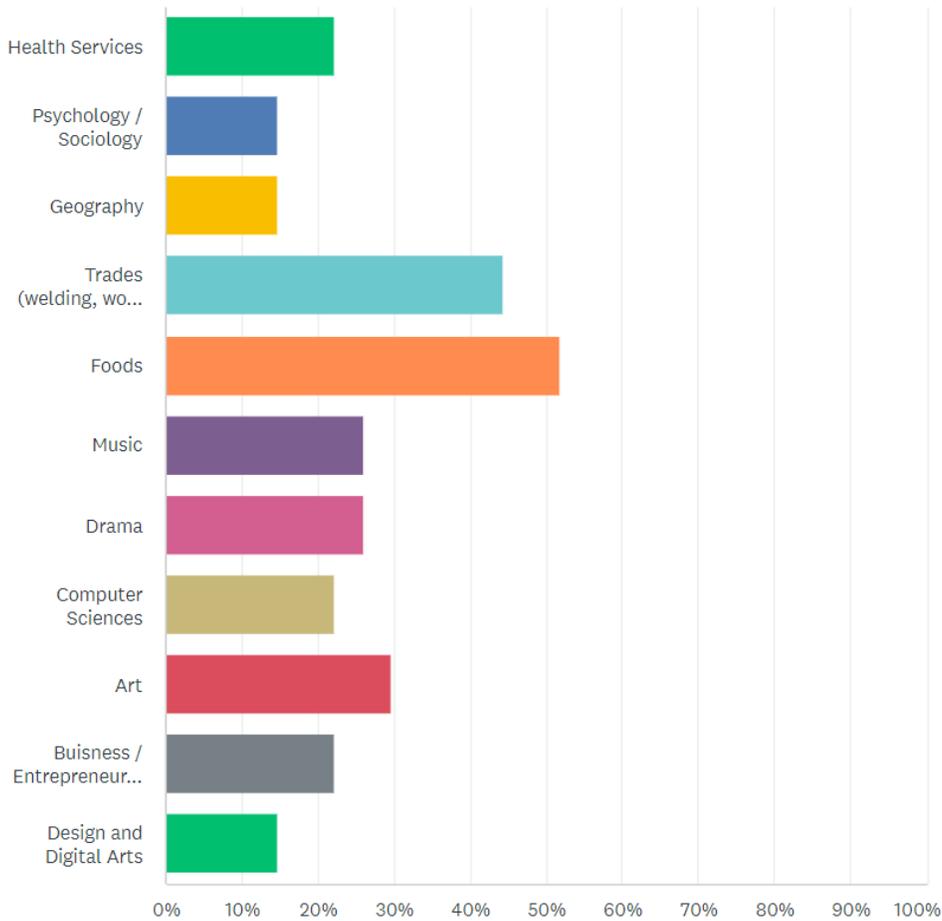
The results numerically were: 4/19/4/0

In classes we learn a range of skills through hands-on, practical, experiences, and experiments.



The results numerically were: 9/14/3/1.

For the following pick between 1 and 3 choices. For high school options I am mostly interested in having the following courses developed:



Regarding Results About Options and Applied Knowledge:

While we will clearly benefit from developing courses that can be done independently by students with teacher supervision that will allow us to reach the diversity of courses. Some courses that are desired such as drama, music, art, foods, and trades are generally challenging to offer in that format. These five have appeared in surveys done years ago and, it seems, have staying power in terms of the consistency with which students tend to desire them. As such further work will need to be done to come up with strategies to offer some of these to meet the needs of students.

Teaching and Leading

Assurance Element 6: Staff will continuously improve their professional practice according to the Teacher Quality Standards and local priorities, responding with skill and competence to the unique learning needs of all.

Rationale:

To support the school's strategic priorities, it is essential that we provide opportunities for staff to interact with other professionals, sharing strategies, resources, and gain new perspectives on teaching that will grow their capacity to meet the various needs of students.

Strategies:

Ongoing Strategies:

- PD on student-centered & experiential learning strategies.
- Offer ACSI Biblical Integration training course.
- Professional development opportunities are offered to staff according to their interests / PD goals.
- Develop high quality coursework that is shared from outgoing staff to incoming staff so that programing is more consistent despite turnover.

Emerging Strategies:

- Have shared resources and programing available to have more consistent teaching despite staff turnover (2019 – 202X).
- Provide regular meeting times for professional collaboration and reflection within the school and with other schools (2021-2022)
- ACSI Biblical Integration certification to help teachers' understanding of teaching in our local context (2021-2022)

Ab. Ed. Measures and Results:

Education Quality Detail

Percentage of parents satisfied with the overall quality of basic education.

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Your child clearly understands what they are expected to learn at school	2017	22	68	27	5	0	0	95
	2018	16	63	25	13	0	0	88
	2019	15	87	0	0	0	13	87
	2020	17	76	24	0	0	0	100
	2021	21	67	33	0	0	0	100
Your child finds school work challenging	2017	22	68	23	9	0	0	91
	2018	16	56	44	0	0	0	100
	2019	15	40	33	7	0	20	73
	2020	17	76	24	0	0	0	100
	2021	21	38	62	0	0	0	100
Your child finds school work interesting	2017	22	59	36	5	0	0	95
	2018	16	50	50	0	0	0	100
	2019	15	60	40	0	0	0	100
	2020	17	47	53	0	0	0	100
	2021	21	10	86	5	0	0	95
Your child is learning what they need to know	2017	22	68	27	5	0	0	95
	2018	16	63	38	0	0	0	100
	2019	15	100	0	0	0	0	100
	2020	17	94	6	0	0	0	100
	2021	21	76	24	0	0	0	100

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of education your child is receiving at school	2017	22	95	0	5	0	0	95
	2018	16	75	25	0	0	0	100
	2019	15	87	13	0	0	0	100
	2020	17	100	0	0	0	0	100
	2021	20	80	20	0	0	0	100

Percentage of teachers satisfied with the overall quality of basic education.

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your school are learning what they need to know	2017	6	67	33	0	0	0	100
	2018	6	50	50	0	0	0	100
	2019	6	17	83	0	0	0	100
	2020	5	*	*	*	*	*	*
	2021	6	50	50	0	0	0	100
Students at your school clearly understand what they are expected to learn at school	2017	6	67	33	0	0	0	100
	2018	6	67	33	0	0	0	100
	2019	6	50	50	0	0	0	100
	2020	5	*	*	*	*	*	*
	2021	6	17	83	0	0	0	100
Students at your school find school work challenging	2017	6	67	33	0	0	0	100
	2018	6	67	33	0	0	0	100
	2019	6	50	33	17	0	0	83
	2020	5	*	*	*	*	*	*
	2021	6	17	83	0	0	0	100
Students at your school find school work interesting	2017	6	83	17	0	0	0	100
	2018	6	50	50	0	0	0	100
	2019	6	33	67	0	0	0	100
	2020	5	*	*	*	*	*	*
	2021	6	50	50	0	0	0	100

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of education students at your school are receiving	2017	6	67	33	0	0	0	100
	2018	6	50	50	0	0	0	100
	2019	5	*	*	*	*	*	*
	2020	5	*	*	*	*	*	*
	2021	6	33	67	0	0	0	100

Percentage of students (grades 4-6) satisfied with the overall quality of basic education.

		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
Are the teachers in your school	2017	19	79	21	0	0	0	100
	2018	17	41	53	6	0	0	94
	2019	15	73	20	7	0	0	93
	2020	25	48	48	4	0	0	96
	2021	15	27	53	7	7	7	80
Do you think your school is	2017	19	74	26	0	0	0	100
	2018	17	65	35	0	0	0	100
	2019	16	88	13	0	0	0	100
	2020	25	52	48	0	0	0	100
	2021	15	40	53	0	7	0	93

Percentage of students (grades 7-9) satisfied with the overall quality of basic education.

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
It is clear what I am expected to learn at school	2017	18	50	50	0	0	0	100
	2018	12	42	50	0	0	8	92
	2019	20	35	55	5	0	5	90
	2020	15	53	47	0	0	0	100
	2021	23	48	43	9	0	0	91
My school work is challenging	2017	18	17	72	11	0	0	89
	2018	12	17	58	8	0	17	75
	2019	20	10	80	10	0	0	90
	2020	15	7	80	13	0	0	87
	2021	23	9	70	22	0	0	78
My school work is interesting	2017	18	50	33	11	6	0	83
	2018	12	0	100	0	0	0	100
	2019	20	15	85	0	0	0	100
	2020	15	27	67	7	0	0	93
	2021	23	13	65	13	9	0	78
The core subjects (math, language arts, social studies, science) I am learning at school are useful to me	2017	18	33	61	0	0	6	94
	2018	12	33	67	0	0	0	100
	2019	20	50	50	0	0	0	100
	2020	15	60	40	0	0	0	100
	2021	22	32	55	14	0	0	86

		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
Is the quality of teaching at your school	2017	18	50	50	0	0	0	100
	2018	12	50	50	0	0	0	100
	2019	20	70	30	0	0	0	100
	2020	15	80	20	0	0	0	100
	2021	23	65	30	4	0	0	96

		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
Overall, is the education you are receiving at school	2017	18	44	56	0	0	0	100
	2018	12	75	25	0	0	0	100
	2019	20	65	35	0	0	0	100
	2020	15	60	40	0	0	0	100
	2021	23	61	39	0	0	0	100

Percentage of students (grades 10-12) satisfied with the overall quality of basic education.

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
It is clear what I am expected to learn at school	2017	10	20	80	0	0	0	100
	2018	11	45	45	9	0	0	91
	2019	5	*	*	*	*	*	*
	2020	12	50	50	0	0	0	100
	2021	11	64	36	0	0	0	100
My school work is challenging	2017	10	20	80	0	0	0	100
	2018	11	27	64	9	0	0	91
	2019	5	*	*	*	*	*	*
	2020	12	42	42	8	0	8	83
	2021	11	27	73	0	0	0	100
My school work is interesting	2017	10	20	60	10	0	10	80
	2018	11	27	55	18	0	0	82
	2019	5	*	*	*	*	*	*
	2020	12	17	75	8	0	0	92
	2021	11	9	64	18	0	9	73
The core subjects (math, language arts, social studies, science) I am learning at school are useful to me	2017	10	40	60	0	0	0	100
	2018	11	36	64	0	0	0	100
	2019	5	*	*	*	*	*	*
	2020	12	33	58	0	0	8	92
	2021	11	18	73	0	0	9	91

		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
Is the quality of teaching at your school	2017	10	40	50	10	0	0	90
	2018	11	27	73	0	0	0	100
	2019	5	*	*	*	*	*	*
	2020	12	83	17	0	0	0	100
	2021	11	55	45	0	0	0	100

		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
Overall, is the education you are receiving at school	2017	10	20	70	10	0	0	90
	2018	11	36	64	0	0	0	100
	2019	5	*	*	*	*	*	*
	2020	12	50	50	0	0	0	100
	2021	11	55	45	0	0	0	100

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/TFM (Tell Them From Me) survey tool.

Analysis:

It is clear from this data that the major issue we face is that when students transition to Jr. / Sr. High they find the work lacking in challenge and disinteresting. There is a slight improvement in High School, but it is not clear from this data whether that is because dissatisfied students leave (there are definitely students who leave) or because there is a change in teaching staff / strategies as they enter high school.



Professional Development and Growth

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Yellowhead Koinonia										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	6	100.0	6	83.3	6	100.0	n/a	n/a	6	94.1	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	6	100.0	6	83.3	6	100.0	5	*	6	94.1	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Professional Development and Growth - 3 Year Rolling Average

	Yellowhead Koinonia						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	6	94.4	6	91.7	6	100.0	32,263	84.6	33,089	84.8	33,420	85.1
Teacher	6	94.4	6	91.7	6	100.0	32,263	84.6	33,089	84.8	33,420	85.1

Professional Development and Growth - Details

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Been focused on the priorities of the jurisdiction	2017	6	67	33	0	0	0	100
	2018	6	67	17	0	0	17	83
	2019	4	*	*	*	*	*	*
	2020	5	*	*	*	*	*	*
	2021	5	*	*	*	*	*	*
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Effectively addressed your professional development needs	2017	6	83	17	0	0	0	100
	2018	6	50	33	0	0	17	83
	2019	6	67	33	0	0	0	100
	2020	5	*	*	*	*	*	*
	2021	6	33	50	17	0	0	83
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Significantly contributed to your ongoing professional development	2017	6	83	17	0	0	0	100
	2018	6	83	0	0	0	17	83
	2019	5	*	*	*	*	*	*
	2020	5	*	*	*	*	*	*
	2021	6	33	67	0	0	0	100

Learning Supports

Assurance Element 7: All students have access to a welcoming, caring, safe learning environment that meets their academic, social, emotional, and spiritual needs.

Rationale:

According to our Christian identity, YKCS should be a place where staff, students and families work together in the context of their real unity in Christ to make the school a community of learning characterized by peace, joy, patience, kindness, self-control, and generosity. Furthermore, when people do not feel safe they are not effective workers or learners.

Strategies and Five Year Plan for a Safe and Caring School:

Ongoing Strategies:

- Chapel / Spirit Day house teams to have students across grades supporting each other and positively interacting.
- Student council provides leadership and helps to model the importance of caring for others and treating other fairly.
- Bus safety presentations.
- Facilitation of group discussion regarding identity and culture as per student interest.
- Love, responsibility and servanthood leadership approached from a Biblical perspective.
- Farm safety presentation.

Emerging Strategies:

- Seek out a school councillor to support school wide, class and individual support mental health (2020-2021)
- OHS Committee (2020-2021)
- All incoming high school students to do HCS3000 (2020-2021)
- HourZero emergency procedures training for all staff (2021-2022)
- Develop CTS course for mental health (2022-2023)

Ab. Ed. Measures and Results

Safe and Caring Measure History

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.

	Yellowhead Koinonia										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	75	97.4	62	97.1	57	99.0	70	98.1	75	98.3	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	22	100.0	16	97.5	15	100.0	17	100.0	21	100.0	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	47	92.1	40	93.9	36	97.0	53	96.2	48	95.0	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	6	100.0	6	100.0	6	100.0	5	*	6	100.0	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Safe and Caring Measure Three Year Rolling Average

	Yellowhead Koinonia						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	65	97.8	63	98.1	64	98.6	272,834	89.2	261,027	89.1	264,793	89.2
Parent	18	99.2	16	99.2	16	100.0	34,534	89.7	35,877	89.8	36,073	90.0
Student	41	94.3	43	95.7	45	96.6	205,847	82.7	191,868	82.5	195,110	82.5
Teacher	6	100.0	6	100.0	6	100.0	32,453	95.1	33,281	95.1	33,610	95.2

Measure Results Comment

Our school community is full of families who are committed to Christian education and believe that Biblical values foster safe and caring environments. Some of them have been at the school for a long time and work with the school to offer their children an optimal context for learning and community. As such, we continue to instruct students in the characteristics of and to hold them more accountable to the Biblical standards of community that the school stands for.

Alberta has excellent teachers and the staff at YKCS do an exceptional job engaging with the needs of students and parents to ensure that the kids who come here get the knowledge, skills, and attitudes they need to serve God faithfully and their community beneficially.

Assurance Element 8: School staff are attentive to the learning needs of students – identifying needs and connecting students with resources.

Rationale:

Students who are not working at their current academic level and according to the present capacities will not reach their academic potential. As such it is essential that teachers know how to properly assess student needs and have the resources to pair with those needs.

Strategies for Connecting All Students with Needed Supports:

Ongoing Strategies:

- Staff are aware of the personal and material resources we have access to and how to access them.
- Hold students accountable at all grade levels for good attendance, assignments turned in on time, etc. through weekly automated electronic reporting to parents.

Emerging Strategies:

- Purchasing standard assessment materials (see Assurance Element 4 regarding numeracy and literacy strategies).
- Purchasing Level B assessment materials and having special education coordinator assess students that staff identify as struggling
 - WIAT III(2020-2021)
 - Key Math (2021-2022)
- Providing universal pre-screening to incoming students in grades K – 2 and as needs are identified by staff (2020-2021)
- Host daily study hall to provide out-of-class support to students who need extra help (2020-2021).
- Shared student ‘panoramas’ to monitor trends and keep staff informed about student needs effectively (2021-2022)
- Staff do benchmarking for math and literacy skills three times per year to identify needs (2021 – 202X)

Ab. Ed. Measures and Results

Access to Supports and Services - Measure History

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Yellowhead Koinonia Christian										Measure Evaluation			Alberta											
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75	90.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,701	82.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,030	78.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	48	80.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100,031	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,104	88.7

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 3. 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.

Program of Studies - At Risk Students Measure History

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Yellowhead Koinonia										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	75	94.4	62	91.5	57	94.9	70	98.1	75	96.3	n/a	n/a	n/a	100,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	22	97.0	16	91.5	15	100.0	17	100.0	21	100.0	n/a	n/a	n/a	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	47	86.1	40	88.7	36	84.6	53	96.1	48	89.0	n/a	n/a	n/a	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	6	100.0	6	94.4	6	100.0	5	*	6	100.0	n/a	n/a	n/a	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

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.

Program of Studies - At Risk Students – 3 Year Rolling Average

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Yellowhead Koinonia						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	65	93.6	63	94.8	64	96.5	226,538	84.6	261,014	84.6	264,764	84.8
Parent	18	96.2	16	97.2	16	100.0	34,474	77.3	35,823	77.6	36,015	77.9
Student	41	86.5	43	89.8	45	90.4	159,631	82.3	191,937	82.0	195,171	82.1
Teacher	6	98.1	6	97.2	6	100.0	32,433	94.2	33,254	94.3	33,578	94.4

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.

Analysis:

In the detailed results there is low percentage, but ongoing trend in the middle-school grades that students feel like they do not have access to support from staff both with regard to school questions or issues that are personal or social in nature.

This is an unfortunate situation and staff are actively making themselves available to student throughout the day to meet their needs.

YKCS Measures and Results

Screening and Students' Needs Measurements

	2018-2019	2019-2020	2020-2021	2021-2022
Pre-screened Students	N/A	N/A	20	1
Mild-Mod Screening	N/A	N/A	6	2
Mild-Mod Students	1	1	10	6
Severe Needs Disabilities Students	5	5	3	4
PUF Students	0	1	0	1
Students with IPPs	5	12	8	14

Special Needs Analysis:

- Remote learning was not an ideal setting and it took time for best practices to be discovered.
- Through assessment of all students identified takes time (Level B assessments are 3 hours per student) and currently the special education coordinator role does not have allotted time. Presently, our principal has taken on this role as part of her administration.
- Through the study hall students had far fewer overdue assignments and achieved better overall marks because they were more prepared for assessments as they came up.

Strategies and Five Year Plan for FNMI Students:

Ongoing FNMI Strategies:

- Maintain an FNMI section in our Learning Common.
- Continually add to our shared digital FNMI resources.
- Continue to include outcomes that reflect the diversity of all students. Respect for diversity is an integral part of everything we do in the school.
- Teachers and Administration are encouraged to go to workshops about how to infuse content into their lessons and learn more about FNMI issues.
- Continued adding to a shared FNMI Teacher Resources database
- Maintaining a FNMI section in our Learning Commons resource collection

Emerging FNMI Strategies:

- Begin development of Aboriginal Studies 10, 20, 30 courses and make them available to all students (2020-2021)
- Two staff volunteered to become FNMI facilitators to manage and connect staff and students with relevant resources. (2021-2022)
- PD funding to promote foundational knowledge and application to classrooms and school community (2021-2022)
- Time is given for coordinators to bring staff attention to FNMI issues during meetings. (2021-2022)
- Physical FNMI resource bin (2021-2022)

Ab. Ed. Measures and Results

In our school we currently have ten self-identifying FNMI students which accounts for approximately 13.5% of our at-school student population, however, they are spread across the grades which means that we do not gain statistically significant data concerning their achievement for this document from year to year. We do, however, in analyzing the standardized tests results note how our FNMI students are achieving.

Accountability Pillar Overall FNMI Summary

Assurance Domain	Measure	Yellowhead Koinonia (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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	*	n/a	n/a	62.0	55.9	55.6	*	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.1	65.0	63.4	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.1	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.2	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
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	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 (*).

FNMI Analysis:

While aboriginal students make up a reasonably large portion of our population the real number of them is too small to draw significant statistical trends from.

A future strategy to support FNMI students and integration is track resource usage by staff / grade to better see what is being used and is useful.

Governance

Assurance Element 9: As an independent Christian School, parents, with the support of the Christian community, will be integral to the ongoing decision making of the school.

Rationale:

It is clear biblically that God-gives fundamental responsibility to parents for the education of their children and yet the whole community of faith that surrounds each child bears responsibility as well. As such, inviting parents especially and community members additionally is essential to fulfilling our mission and meeting the needs of our faith community.

Strategies:

Ongoing Strategies:

- Of every family, one parent is required to be part of the society.
- The school administration and the Board of Directors have adopted an open door policy and invite parent involvement and interaction on an ongoing basis.

Emerging Strategies:

- If there is a time when no local pastors are on the board seek one to give leadership from the community.
- Seeking increased parental and community involvement in committees – maintenance, finance, fundraising.
- Increase board member retention. (better inform nominees about what is required, have them sit in on at least 2 board meetings before accepting nomination)
- Admin helps in considering and contacting potential board members (2020 – 202X)

Board Member Statistics

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Board Members*	6	5	6	6	7	5	4	4	5
Parent Board Members	6	4	5	5	6	5	4	4	5
Community Board Members	N/A	1	1	1	1	N/A	N/A	N/A	N/A

*This number reflects the number of board members as of October each year.

Analysis:

Parents are and have always been the majority of those who sit on the board. Because of the number of parents involved in the society board, we have never been required to form a parent council and the formation of a parent council has been determined to be unhelpful to the governance of the school as it would be, in many ways, redundant to the board and redirect focus away from the required governance body.

Assurance Element 10: YKCS will keep policies, board procedures and administrative practices aligned with shared standards.

Ongoing Strategies:

- The YKCS board follows Robert's Rules of Order.
- Administration meets monthly with Koinonia principals and the executive director to discuss emerging educational and societal issues, policy and procedures, administrative professional development and educational legislation and regulations.
- YKCS is part of AISCA through which administration attends professional development opportunities, and both administration and board can / do seek advice on legislative changes. AISCA also provides collective legal advice to the administration and board.
- When creating new policies, policies from public and private school boards are reviewed to ensure alignment to common practices.
- YKCS administration are VTRA trained and participate in the local VTRA protocol.

Emerging Strategies:

- Rejoined ACSI for access to professional board training (2020-2021)
- Changed membership level with KCES to gain more autonomy over policies to better serve the community and align them with AISCA / ACSI schools in general (2021-2022)
- After many years, revitalizing the school's SWAT analysis (2021-2022)



Assurance Element 11: YKCS will be fiscally responsible for grant money, tuition funds, donations and other sources of revenue.

Rationale:

Financing the school has never been easy and we consistently rely on large amounts of fundraising and donations in order to make our budget work. It is clear that in depending on the generosity of our community we are morally obliged to use those resources wisely.

Strategies:

Ongoing Strategies:

- Follow the KCES salary grid allows for predictable and unbiased budgeting.
- Continue to use Alberta Computers for Schools as a means of keeping our technology reasonably up-to-date inexpensively.

Emerging Strategies:

- Sending out monthly updates to parents and community regarding the budget and income to date (2020 – 202X)
- Making use of available community grants that align with strategic goals (2020 – 202X)
- Revamping monthly fiscal updates for board to make it easier to interpret (2021 – 2022)

Challenges:

- Budgeting in the pandemic environment resulting in fluctuating, unanticipated expenses.
- Weighted moving average for special needs students, with such small number we do not have meaningful averages through this transition and especially after bridge funding ends.
- Funding to replace the RCSD model is inaccessible because its distribution requirements do not appropriately support our community's needs.

Budget Summary:

Budget Summary	2018-2019 Budget	2018-2019 Actual	2018- 2019 % of Budget	2019-2020 Budget	2019-2020 Actual	2019- 2020 % of Budget	2020-2021 Budget	2020-2021 Actual	2020- 2021 % of Budget	2021-2022 Budget	2021- 2022 Actual	2021- 2022 % of Budget
Revenues												
AB ED (Excluding Home Ed)	\$ 386,197.26	\$ 337,693.78	45.76%	\$ 384,891.00	\$ 506,213.00	53.28%	\$ 505,867.00	\$ 502,798.00		\$ 495,783.00		
- Base Instruction							\$ 317,093.00	\$ 313,693.00	34.60%	\$ 337,783.00		37.91%
- Services & Supports							\$ 109,968.00	\$ 109,968.00	12.00%	\$ 76,069.00		8.54%
- School Based Grants							\$ 40,432.00	\$ 40,432.00	4.41%	\$ 42,896.00		4.81%
- Community Based Grants							\$ 14,165.00	\$ 14,165.00	1.55%	\$ 14,495.00		1.63%
- Authority Based Grants							\$ 24,209.00	\$ 24,540.00	2.64%	\$ 24,540.00		2.75%
AB ED (Home Ed)	\$ 28,404.00	\$ 33,416.20	3.37%	\$ 28,404.00	\$ 13,366.00	3.93%	\$ 15,037.00	\$ 22,100.00	1.64%	\$ 18,700.00		2.10%
Grant Revenue (Federal/Provincial)							\$ -	\$ 242,040.00	0.00%	\$ 10,415.00		1.17%
Tuition	\$ 152,516.00	\$ 106,437.21	18.07%	\$ 152,539.00	\$ 138,022.00	21.11%	\$ 154,000.00	\$ 128,873.00	16.80%	\$ 156,780.00		17.60%
Non-Instructional Fees	\$ 6,125.00	\$ 4,105.00	0.73%	\$ 3,500.00	\$ 4,638.00	0.48%	\$ 4,000.00	\$ 1,500.00	0.44%	\$ 4,000.00		0.45%
Gifts, Donations & Fundraising	\$ 264,391.00	\$ 248,252.03	31.33%	\$ 145,368.00	\$ 118,724.00	20.12%	\$ 146,343.00	\$ 134,655.00	15.97%	\$ 163,765.00		18.38%
Gross School Generated Funds	\$ 6,351.94	\$ 5,107.92	0.75%	\$ 7,750.00	\$ 86,211.00	1.07%	\$ 91,162.00	\$ 108,006.00	9.95%	\$ 41,601.00		4.67%
Other (Rental)							\$ -	\$ 9,856.00	0.00%	\$ -		0.00%
Total Revenue	\$ 843,985.20	\$ 735,012.14	100.00%	\$ 722,452.00	\$ 867,174.00	100.00%	\$ 916,409.00	\$ 1,149,828.00	100.00%	\$ 891,044.00		100.00%
Expenditures												
Salaries (excluding Home Ed)	\$ 541,804.00	\$ 518,721.34	59.62%	\$ 400,210.00	\$ 550,264.00	55.65%	\$ 549,647.00	\$ 614,205.00	59.98%	\$ 613,902.00		68.90%
Services, Contracts and Supplies	\$ 286,379.63	\$ 152,874.34	31.51%	\$ 223,884.00	\$ 168,328.00	31.13%	\$ 251,622.00	\$ 213,947.00	27.46%	\$ 210,602.00		23.64%
Specific Programs (S, D, EL, ESL)	\$ 35,900.00	\$ 10,832.86	3.95%	\$ 55,879.00	\$ 9,316.00	7.77%	\$ 6,000.00	\$ 12,652.00	0.65%	\$ 6,238.00		0.70%
Home Education (Incl Salaries)	\$ 25,132.08	\$ 17,256.40	2.77%	\$ 28,404.00	\$ 8,707.00	3.95%	\$ 15,037.00	\$ 12,835.00	1.64%	\$ 18,700.00		2.10%
Gross School Generated Funds	\$ 15,750.00	\$ 82,702.05	1.73%	\$ 7,750.00	\$ 86,211.00	1.08%	\$ 91,162.00	\$ 108,006.00	9.95%	\$ 41,601.00		4.67%
Capital & Debt Services	\$ 3,815.00	\$ 2,767.44	0.42%	\$ 3,026.00	\$ 3,459.00	0.42%	\$ 2,940.00	\$ 96,265.00	0.32%	\$ -		0.00%
Total Expenses	\$ 908,780.71	\$ 785,154.43	100.00%	\$ 719,153.00	\$ 826,285.00	100.00%	\$ 916,408.00	\$ 1,057,910.00	100.00%	\$ 891,043.00		100.00%
Surplus / Deficit	-\$ 64,795.51	-\$ 50,142.29		\$ 3,299.00	\$ 40,889.00		\$ 1.00	\$ 91,918.00		\$ 1.00		

*For more details please refer to the school's Audited Financial Statements.



Appendix 1 – High School Completion Data

High School Completion Rates - Measure History

	Yellowhead Koinonia Christian										Measure Evaluation			Alberta									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	2	*	5	*	4	*	3	*	4	*	*	n/a	n/a	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	7	74.3	2	*	5	*	4	*	3	*	*	n/a	n/a	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	9	80.5	7	74.3	2	*	5	*	4	*	*	*	*	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

High School Completion Rates - 3 Year Rolling Average

	Yellowhead Koinonia Christian						Alberta					
	2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2018 - 2020 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	44,928	79.0	45,105	79.6	45,526	81.1
4 Year Completion	7	74.3	n/a	n/a	n/a	n/a	44,525	82.6	44,938	83.4	45,108	84.1
5 Year Completion	8	77.4	7	74.3	n/a	n/a	44,256	84.2	44,522	84.8	44,934	85.6

High School Completion Rates: Detail for 5 Year Rate (All Students)

	Total Students	Credentialed Completer			Non-Credentialed Completer			Total Completers	Continuers	Leavers	Unadjusted Completion Rate	Estimated Attrition	Completion Rate
		High School Diploma	High School Equivalency Diploma	Certificate of Achievement	Post-Secondary Attendance	Apprenticeship	Academic Standing						
2016	9	7	0	0	0	0	0	7	0	2	77.8	0.3	80.5
2017	7	5	0	0	0	0	0	5	0	2	71.4	0.3	74.3
2018	2	*	*	*	*	*	*	*	*	*	*	*	*
2019	5	*	*	*	*	*	*	*	*	*	*	*	*
2020	4	*	*	*	*	*	*	*	*	*	*	*	*

Appendix 2 – Diploma Exam Results

In the 2020-2021 Report no data other than Biology was given.

Biology 30

	Yellowhead Koinonia Christian					Alberta				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Students Writing	2	3	1	1	n/a	22,539	22,993	23,026	22,442	n/a
Diploma Examination Acceptable Standard (%)	*	*	*	*	n/a	85.1	84.2	86.6	83.9	n/a
Diploma Examination Standard of Excellence (%)	*	*	*	*	n/a	32.4	32.3	36.6	35.5	n/a
School Awarded Acceptable Standard (%)	*	*	*	*	n/a	97.1	97.0	97.1	97.5	n/a
School Awarded Standard of Excellence (%)	*	*	*	*	n/a	47.0	48.4	50.4	49.3	n/a

Biology 30 – 3yr Rolling Average

	Yellowhead Koinonia Christian			Alberta		
	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2018 - 2020 Avg
Students Writing	n/a	n/a	n/a	22,853	22,820	22,734
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	85.3	84.9	85.2
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	33.8	34.8	36.1
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	97.1	97.2	97.3
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	48.6	49.4	49.8