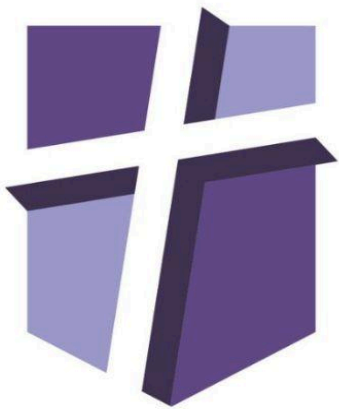
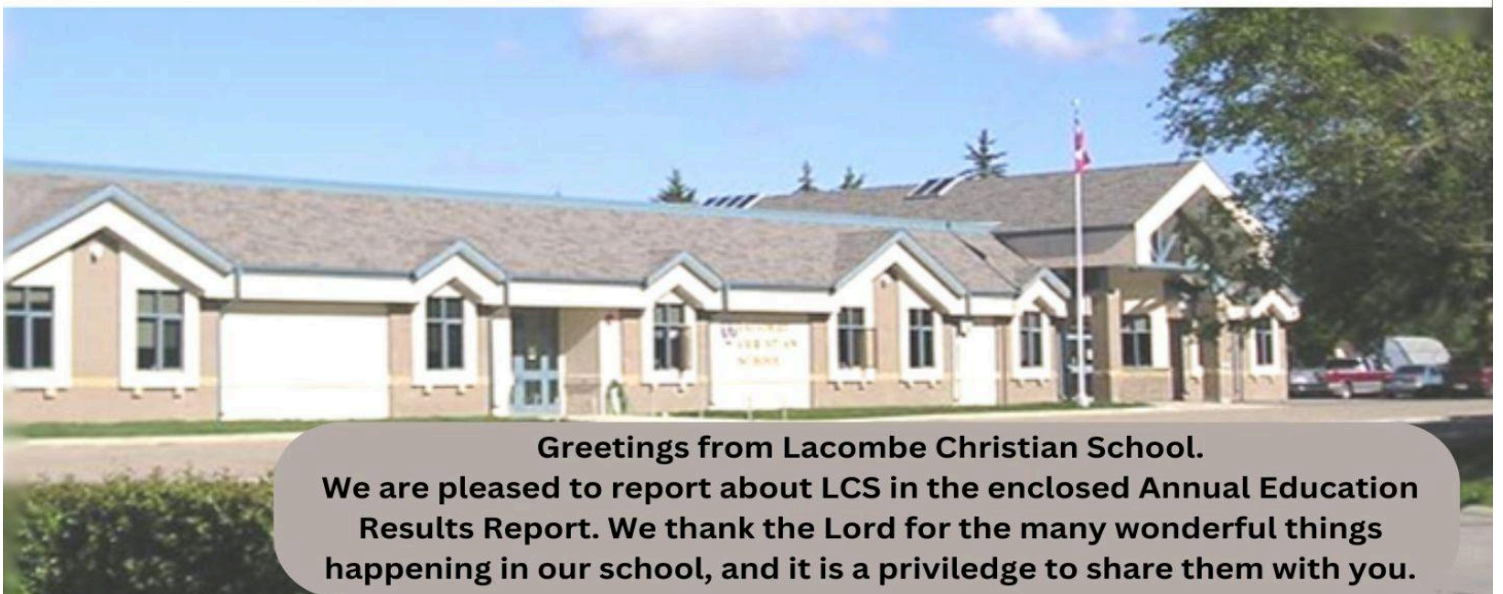


Annual Education Results Report for the 2023-2024 School Year



**L A C O M B E
CHRISTIAN SCHOOL**



**Greetings from Lacombe Christian School.
We are pleased to report about LCS in the enclosed Annual Education
Results Report. We thank the Lord for the many wonderful things
happening in our school, and it is a privilege to share them with you.**

Accountability Statement for the Education Plan:

The Annual Education Results Report for Lacombe Christian School for the 2023-2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for the students and ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023-2024 was approved by the Board on December 9, 2024.

Message From the Board Chair:

The Board of Lacombe Christian School is happy to report that the school is running well.

The Board is committed to maintaining our policies. The Board views Lacombe Christian School as a privilege, one we would love to share with more Christian families. We are thankful for all the staff that work in the school and appreciate their dedication and hard work to ensure we have excellent programs and results in our school. We are also thankful for the parent involvement that takes place all through the school year that helps strengthen this place.

We are encouraged by the provincial government and the commitment they have shown to private education. We are thankful for the *Education Act* that was implemented. We pray that Alberta Education will continue to allow us to educate our children in a Christian environment using the Alberta curriculum.

This report aims to follow the spirit and direction of the Alberta Education Assurance Model. The transition to a new assurance model is a welcome change for us. We are thankful for the opportunity to not only compare our students' achievements to those in other schools throughout the province, but to also include the unique goals and priorities that are important to our parents and community. Over the coming years, we hope to develop local surveys and measuring instruments that will help us to better assess how well we accomplish our local priorities for our student growth and learning.

Board Chairperson/President

Dustin Ekkel



Lacombe Christian School History & Profile

In 1945 a small group of committed parents established a Christian elementary school, Lacombe Christian School, on the present site of the WoodyNook Christian Reformed Church. By 1966 the school's future was somewhat uncertain due to fluctuating enrollment figures and new government regulations. Part of the fluctuation of enrollment figures was due to the fact that a second Christian elementary school, Calvin Christian School, had begun operations in the town of Lacombe in the fall of 1966. In 1967 the two schools became one, under the control of a now amalgamated society, continuing operation in the town of Lacombe under the name of Lacombe Christian School. The school now has about 468 students in P-9, 29 teachers, nine educational assistants, one secretary, a Development Officer and a Business Administrator. Steps were taken to expand the school to the point at which we are now able to comfortably handle over 400 students with two classes at all grade levels.

The school is operated by the Lacombe Christian School Society through an elected Board. Lacombe Christian School is an interdenominational institution committed to providing quality education through Christ-centered curriculum taught by dedicated Christian teachers. The school caters to students from Playschool to grade 9.

Lacombe Christian School is not Christian because school days are started with prayer, or because songs are learned and sung, or because children come from Christian homes or because the teachers are Christian. All these things are present, of course, but they do not constitute the Christian character of the school. It is not Lacombe Christian's first concern to prepare students for a well-paid position in the society we live in. The continued vision of the Board, Administration and Staff is to ". . . grow in grace and knowledge of our Lord and Saviour Jesus Christ" (2 Peter 3:18) and so mature in the application of God's Word to the totality of daily practice that all thoughts are brought into captivity and made obedient to Christ.

Students come to LCS from Lacombe and surrounding areas including Bentley, Alix, Clive, Blackfalds, and other parts of the Wolf Creek School Division.

LCS offers the regular P – 9 programs, following the guidelines of the Alberta Education curriculum. In Junior High, students select three of the following complementary courses: Cardmaking and Scrapbooking, Foods, Digital Media, Board Gaming, Pottery, Personal Fitness, Sports Skills Development, Robotics, Woodworking, Outdoor Education, Stop Motion, Build-a-Bear, Knitting, Book Club, and Choir.

For students requiring specialized services, we access the following service providers:

1. Randall Symes Psychological Services
2. Communication Options.
3. Learning Support Center - available on-going support for students with moderate to severe learning difficulties in grades K - 9.
4. EA support for students with mild to moderate learning difficulties.
5. Early literacy program in place for students in K - Gr. 3.
6. Counseling - on-site counselor available for student needs.
7. Special Needs / PUF funding.
8. Aspire support through AISCA.

All staff members are certified by Alberta Education. The Society is also a member of Christian Schools International, Association of Independent Schools and Colleges of Alberta and Prairie Centre for Christian Education. The Society is governed by a constitution and by-laws and is administered by a Board of Directors who are elected for a three-year term from the general membership. The Board has various standing committees including Education, Transportation, Salary and Benefits, Maintenance and Finance.

ALBERTA EDUCATION SURVEY:



Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 4392 Lacombe Christian Schop

Assurance Domain	Measure	Lacombe Christian School			Alberta			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	84.1	87.7	87.4	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	88.9	93.2	92.8	79.4	80.3	80.9	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	82.9	0.0	0.0	68.5	66.2	66.2	High	Improved Significantly	Good
	PAT6: Excellence	40.0	0.0	0.0	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	PAT9: Acceptable	86.2	77.7	77.7	62.5	62.6	62.6	Very High	Improved	Excellent
	PAT9: Excellence	28.2	22.3	22.3	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.0	95.7	95.9	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.1	95.3	95.2	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	89.3	90.0	90.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	93.9	94.0	93.9	79.5	79.1	78.9	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Overall, our school did well in the various assurance measures. We had very high and high measures in all areas. There was a decline in some measures - these drops were due in large part to student responses, especially an increase in the number of “Don’t Know” responses to various survey questions. The PAT results shown in this table for last year were strong, also showing improvement year-over-year. LCS outperformed the Provincial average of Acceptable Standard and Standard of Excellence on every PAT written. Our teachers continue to work hard on having students excel in the Provincially mandated curriculum.



Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 4392 Lacombe Christian School

Measure	Lacombe Christian School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	0.0	0.0	0.8	2.5	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	100.0	82.1	91.0	81.1	82.2	83.0	Very High	Improved	Excellent
Lifelong Learning	95.0	89.7	93.9	79.9	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	79.7	87.9	87.3	82.8	82.9	82.9	High	Declined Significantly	Issue
Program of Studies - At Risk Students	88.8	89.9	90.0	80.6	81.2	81.5	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	93.9	95.9	95.7	87.1	87.5	88.1	Very High	Declined	Good
Satisfaction with Program Access	81.9	89.0	87.5	71.9	72.9	72.7	High	Declined	Acceptable
School Improvement	90.3	93.7	93.1	75.8	75.2	74.7	Very High	Declined	Good
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	98.7	98.1	97.7	82.8	83.1	84.0	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. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

In the Supplemental Assurance Measures, we scored very high and high in all nine measures. Parents and teachers are very pleased with the learning goals and program of studies at Lacombe Christian. In addition, they find program access, school improvement, and work preparation to be positive aspects of the school. Lacombe Christian is seen as a safe and caring school. Results decreased in the areas of program of studies, safe and caring school, satisfaction with program access, and school improvement due to student responses, especially “Don’t Know” responses to many survey questions. Interestingly, while 92% of students were happy with the variety of courses that LCS offers, there were “gap” areas, especially in drama, music, and other languages.

In-service jurisdiction needs improved year-over-year. Last year was our final year of focus on our Teaching for Transformation model. We made use of two Teachers’ Conventions through the

Prairie Centre for Christian Education (PCCE) and the Association of Independent Schools and Colleges in Alberta (AISCA). The Central Alberta Regional Consortium (CARC) is also made use of. To that end, our primary staff worked on the Right to Read professional development course offered by CARC. This year, two of our primary focus areas are the implementation of the new curriculum and mission orientation.

DOMAIN 1. Consistency with Mission, Mandate, and Vision

1. VISION STATEMENT

Our vision statement:

To the Glory of God, by His grace, and on the foundation of His word,
Lacombe Christian School strives to nurture and educate children
to be spirit-filled disciples of Christ and responsible, discerning citizens in society.

It is important to us that the students develop a clear understanding of this. Our curricular emphasis on “Transformational experiences” and character development helps them with that. Our students understand and apply concepts of personal and community leadership through their involvement in Buddy Groups, Chapels, and community projects and partnerships that align with the LCS vision.

2. TEACHING FOR TRANSFORMATION (TfT)

Our local vision priorities are focused on ‘knowing and telling our own story’ in the context of the larger stories of our communities, on ‘transformational learning’ and on ‘formational learning experiences’. These priorities stem from a worldview and teaching methodology that is not merely informative but transformative. Education at LCS is shaped by the traditional themes of our Reformed Christian heritage: study of God’s Creation and intent for mankind; realization of the significant consequences of man’s Fall into sin; hope in the changing power of God’s act of Redemption in Jesus; desire to be the faithful instruments by which God brings Restoration to His fallen world; and the hope for His completion of that restorative work at the close of time.

The transformational worldview is not content with the way things are. It knows that God is Lord over all things and recognizes that all is not right with God’s world because of human sin. In our Christian school we, therefore, not only reveal God in all things but also guide our students in their calling to respond with actions that show gratitude for His care and gifts. At LCS we are not satisfied with evidence of successful acquisition of information only. We want to see the formation and transformation of a person through the application of what was learned. Our Education Committee and Board have encouraged staff to develop greater understanding of the classroom implications of ‘Teaching for Transformation’.

Goals for TfT; Components and order of priority:

- Consider and articulate the school's story,
- Consider and formulate a deep hope and statement of purpose for the school and for each classroom,

- Formulate the three main core practices,
- Distinguish essential practices of each of the core practices,
- Formulate goals for developing each of these essential practices,
- Develop strategies of integrating the deep hope and the practices in all of the curriculum,
- Write subject thematic statements that include a deep hope statement in each of the practices,
- Build teacher capacity in understanding and using the Tft framework and practices through professional development sessions and in-school coaching
- Provide teacher opportunity to plan the integration of Tft practices and goals in the grade/subject units and lessons,
- Evaluate and assess effectiveness of the Tft effort for the students' learning and personal growth,
- Communicate and celebrate the nature and success of the Tft.

In light of discoveries and learning regarding the history of local First Nations and residential schools, educational staff have integrated these discussions in our classrooms. We are thankful for the help and knowledge our grade 5 and 9 students receive from Harold Rocher from the Edmonton Native Healing Centre, as well as other groups and individuals we have made connections with.

3. SURVEY RESULTS

A. ALBERTA EDUCATION SURVEY:



Student Growth and Achievement

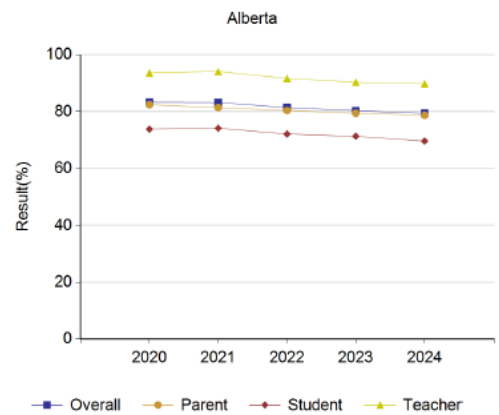
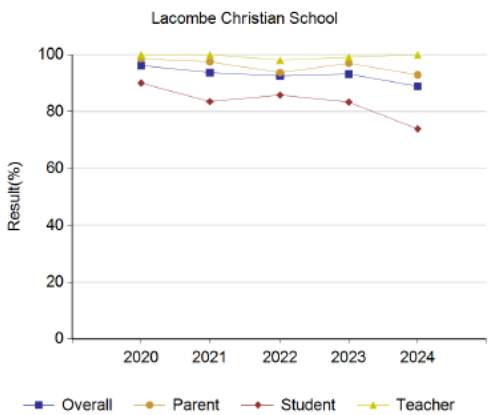
A.6 Citizenship - Measure History

School: 4392 Lacombe Christian School

Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Lacombe Christian School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	254	98.2	273	93.7	280	92.5	283	93.2	336	88.9	Very High	Declined	Good	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	57	98.6	57	97.5	57	93.7	54	97.0	82	92.9	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	176	90.0	197	83.5	202	85.8	206	83.3	235	73.9	Very High	Declined Significantly	Acceptable	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,818	69.6
Teacher	21	100.0	19	100.0	21	98.1	23	99.1	19	100.0	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

1. Overall, we had positive results this year, with a “very high” achievement across the board. Unfortunately, student results dropped year-over-year. This was largely skewed by the percentage of grades 4-6 students who responded with “Don’t Know” to the survey questions. For example, when asked if most students help each other, 71% of grade 4-6 students said “yes”, while 22% said “don’t know”. Since “Don’t Know” is considered a negative response, these responses skew the overall data. Grade 7-9 students help each other (91% positive results) and are encouraged to try their best (96% positive results). While the work continues to connect students to the mission of the school in regard to citizenship, awareness in younger grades could be improved through increased communication within classes and at larger, school-based activities, such as Division chapels and assemblies.

B.4 Safe and Caring

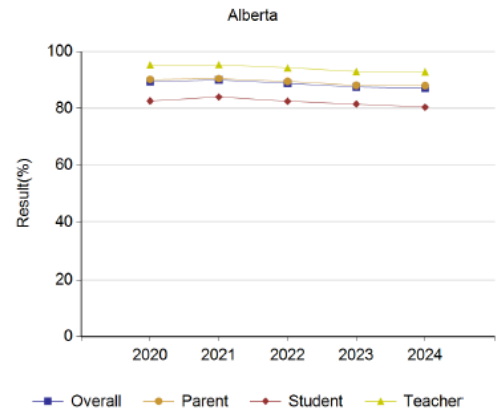
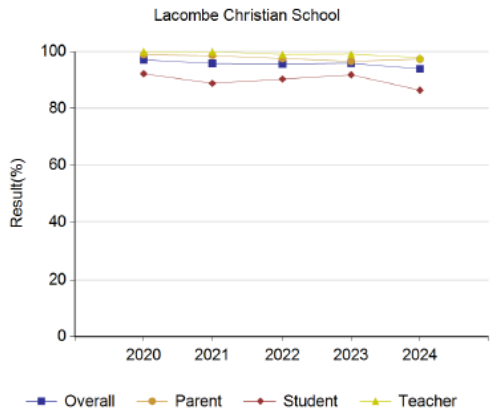
Measure History

School: 4392 Lacombe Christian School

Province: Alberta

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.

	Lacombe Christian School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	254	97.1	273	95.8	280	95.6	283	95.9	336	93.9	Very High	Declined	Good	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	57	98.9	57	98.8	57	97.5	54	96.6	82	97.3	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	176	92.2	197	88.8	202	90.3	206	91.8	235	86.4	Very High	Declined	Good	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	21	100.0	19	100.0	21	99.0	23	99.1	19	97.9	Very High	Maintained	Excellent	33,941	95.3	30,205	95.4	30,983	94.3	32,350	93.0	32,080	92.9



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

II. Students, parents, and teachers all see the positive environment at Lacombe Christian School, rooted in the Christian love for one another. Student results declined last year because of the increased percentage of “Don’t Know” responses to various survey questions, especially at the grade 4-6 level.

DOMAIN 2. Student Growth & Achievement

God has blessed our students richly! We are thankful that our students used their God-given abilities wisely this past year. Historically, most of our students do well on the Provincial Achievement Exams, and last year our grades 6 and 9 students did very well. These results can be attributed to strong, engaged families, committed parents and students, and quality teachers.

STRATEGIES

- Lacombe Christian School continues to be committed to helping all students do their best in all areas of education, including Provincial Achievement Tests.
- Staff worked in collaborative learning teams with a focus on K-9 Science, K-6 Math and K-3 Reading, Writing and Comprehension, as the new curriculum has been rolling out..
- All grade six and nine teachers reviewed their PAT results, gave a written report, and met with the school Leadership team.
- PAT results were shared and discussed in divisional meetings and with the Education Committee
- Staff can attend Central Alberta Regional Consortium workshops on PAT subjects and student improvement strategies.
- Staff have actively researched and utilized best practices and strategies for teaching and learning Social Studies, including incorporating First Nations, Métis, and Inuit perspectives
- The teachers used the 2023 PAT results as a guide for their review of student processes for the upcoming year.
- In the 2024/2025 school year, K to 3 students will continue with Early Years Literacy and Numeracy Assessments from Alberta Education. These results will be reviewed by the teachers, school admin, and Education Committee to help with future plans and teacher practices.
- In the 2024/2025 school year, K to 3 teachers are continuing to work through a book study called “The Writing Revolution”, by Judith C. Hochman and Natalie Wexler, to help with writing in all subject areas and grades. In addition, the K to 2 teachers attended sessions from Foothills Academy Society called “Right to Read”.
- We have made changes to our Resource Team and Learning Support Room, creating a Learning Support Services coordinator position and streamlining services in this area
- We have hired additional educational assistants and have localized the assistance to specific grade levels or content areas for consistent contact.
- We monitor the progress of students on IPPs. Teachers schedule regular meetings with parents for these students and work closely with our Learning Support Services coordinator and Educational Assistants to ensure student needs are being met.

- We continue to assess the needs, strengths, and weaknesses of incoming students (K-9). We will be doing 'B' Level assessments and psych-ed assessments where needed.
- Three of our current staff members have the ability to complete 'B' Level assessments. We hope to build our capacity for supporting at-risk students in this way.
- All 'at-risk' students are tracked from a master student list and are given various supports as needed. This list is reviewed regularly and updated by the Learning Support Services coordinator.
- We are thankful for the help and knowledge our grade 5 and 9 students receive from Harold Rocher from the Edmonton Native Healing Centre, along with several other groups and individuals who support our work with understanding First Nations, Métis, and Inuit issues.

1. SURVEY RESULTS

A. ALBERTA EDUCATION SURVEY - Student Learning Engagement:

- I. Students are tracked with respect to who needs the EA support Learning Support Room assistance. This is discussed at grade-level meetings and regular communication is made between leadership and the new Learning Support Services coordinator..
- II. Students who require 'B' Level or Ed-Psych Assessments are monitored.
- III. Access to the Learning Support Room has been changed - we continue to monitor students for grade-level accomplishments to determine their needs

Assurance Domain	Measure	Lacombe Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
	Student Learning Engagement	84.1	87.7	87.4	83.7	84.4	84.8	n/a	Declined	n/a

**NOTE: This portion of a chart is from the original Overall Summary of Required Alberta Education Assurance Measures (found on page 4 of this document)*

Parents and teachers have a very high view of the work that is being done at Lacombe Christian School, with 95-100% satisfaction in literacy and numeracy skills being taught. Student scores were lower in this regard, especially at the Grade 4-6 levels. Questions like "Do you like learning math?" or "Do you like learning Language Arts?" came with mixed results. Results in Grades 7-9 were significantly higher than at Grades 4-6, partly based on the type of questions being asked. That being said, this is still an area for growth for our school. We strive to find active opportunities for our students to learn and to work in community as part of our Teaching for Transformation model.

2. PAT RESULTS:**Student Growth and Achievement (Grades K-9)****PAT Results Course By Course Summary By Enrolled With Measure Evaluation****School: 4392 Lacombe Christian School**

Course		Measure		Lacombe Christian School						Alberta				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4		
Science 6	Acceptable Standard	Low	n/a	n/a	35	77.1	n/a	n/a	53,806	68.8	54,859	66.7		
	Standard of Excellence	Very High	n/a	n/a	35	65.7	n/a	n/a	53,806	24.8	54,859	21.8		
Social Studies 6	Acceptable Standard	High	n/a	n/a	35	82.9	n/a	n/a	60,804	68.5	57,655	66.2		
	Standard of Excellence	Very High	n/a	n/a	35	40.0	n/a	n/a	60,804	19.8	57,655	18.0		
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	48	91.7	37	91.9	59,096	69.5	56,255	71.4		
	Standard of Excellence	High	Maintained	Good	48	18.8	37	24.3	59,096	11.8	56,255	13.4		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3		
Mathematics 9	Acceptable Standard	High	Maintained	Good	48	77.1	37	70.3	58,577	52.7	55,447	54.4		
	Standard of Excellence	Intermediate	Maintained	Acceptable	48	14.6	37	16.2	58,577	14.0	55,447	13.5		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3		
Science 9	Acceptable Standard	Very High	Improved	Excellent	46	91.3	37	75.7	59,072	67.6	56,311	66.3		
	Standard of Excellence	Very High	Improved	Excellent	46	43.5	37	24.3	59,072	20.8	56,311	20.1		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9		
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	46	84.8	37	73.0	59,125	60.5	56,309	58.4		
	Standard of Excellence	Very High	Improved	Excellent	46	37.0	37	24.3	59,125	15.8	56,309	15.9		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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Last year was our second year at completing the PATs in their online format. Our students performed very well, out-performing provincial averages in every assessment written. While the "Acceptable Standard" for the Science 6 PAT was "low" by government standards, this number is based on all enrolled students and includes students who were excused from the assessment. Based on the number of students writing, the result at LCS would have been 87.1% at an acceptable standard. We also piloted the assessments for the new Math 6 and Language Arts 6 curriculum.

3. EARLY YEARS LITERACY AND NUMERACY ASSESSMENTS

Assessment	Grade	Total # of students assessed	Total # of students identified as “at risk” at the beginning of the school year	Total # of students identified as “at risk” at the end of the school year	Average # of months behind grade level after initial assessment for “at risk” students	Average # of months behind grade level after final assessment for “at risk” students
Numeracy Screening Assessments	K	44	2	4	1	1-2
Numeracy Screening Assessments	1	40	0	1	1	1
Numeracy Screening Assessments	2	46	2	4	2	2
Numeracy Screening Assessments	3	55	2	4	2	2
Letter-Name-Sound (LeNS) Assessment	K	44	5	2	1	1
Letter-Name-Sound (LeNS) Assessment	1	40	0	0	0	0
Letter-Name-Sound (LeNS) Assessment	2	46	0	0	0	0
Castles & Coltheart 3 (CC3) Assessment	1	40	0	0	0	0
Castles & Coltheart 3 (CC3) Assessment	2	46	1	0	3	0
Castles & Coltheart 3 (CC3) Assessment	3	55	2	2	1	1

We implement a variety of strategies for students who are identified as at-risk at each grade level. These include pull-outs for small group or 1-1 interventions with an Educational Assistant, planned by classroom teachers and carried out by the EAs. Students also work with their classroom teacher in differentiated small groups to address individual learning needs. Teachers also had access to a reading specialist on staff to help plan interventions.

FIRST NATION, MÉTIS, AND INUIT STUDENTS

We currently have a small population of self-identified First Nations, Métis, and Inuit students in LCS. Our present population of First Nations, Métis, and Inuit students work on meeting grade-level expectations. Lacombe Christian School strives to provide all students in our school community with appropriate knowledge and understanding of various cultures including First Nations, Métis, and Inuit. Professional development opportunities have been and will continue to be made available to our teachers through AISCA and Central Alberta Regional Consortium. Our goal is to foster an environment where we are sensitive to the history and challenges First Nations, Métis, and Inuit face, especially because they form an important component of our Canadian heritage and modern society. In our social studies, science, and math programs, there is a clear focus on First Nations, Métis, and Inuit related content. This program will provide background information on First Nations, Métis, and Inuit and work to break down stereotypes and cultivate an attitude of love and respect for all cultures including First Nations, Métis, and Inuit. This is consistent with our worldview, and we believe that all people are created equal in the image of God, and are therefore worthy of respect, and should experience a safe and caring environment.

ENGLISH AS A SECOND LANGUAGE (ESL)

We currently have 13 ESL students at Lacombe Christian School. We provide ESL help as a part of our Learning Support Services Program. Our ESL students are getting help in meeting grade level expectations daily through one-on-one and small group assistance with a designated educational assistant.

DOMAIN 3. Appropriate Learning Supports for all students

1. SURVEY RESULTS

A. ALBERTA EDUCATION SURVEY:



Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

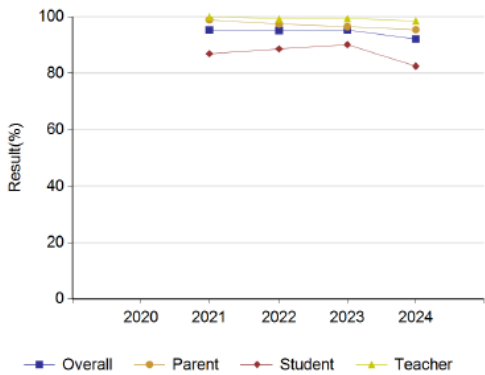
School: 4392 Lacombe Christian School

Province: Alberta

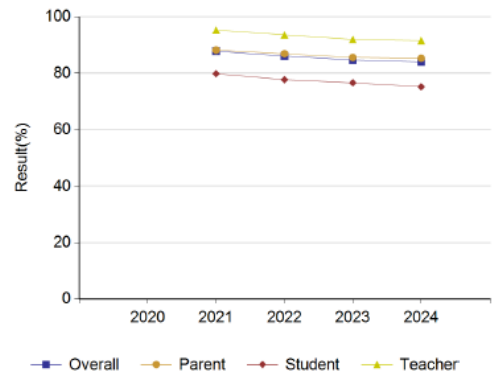
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Lacombe Christian School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	273	95.3	280	95.1	283	95.3	336	92.1	n/a	Declined	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	57	98.9	57	97.4	54	96.5	82	95.4	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	197	86.9	202	88.6	206	90.1	235	82.5	n/a	Declined Significantly	n/a	n/a	n/a	189,900	79.8	187,258	77.7	193,158	76.6	200,020	75.2
Teacher	n/a	n/a	19	100.0	21	99.3	23	99.4	19	98.5	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,988	93.6	32,350	92.0	32,089	91.8

Lacombe Christian School



Alberta



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.

Learning Supports

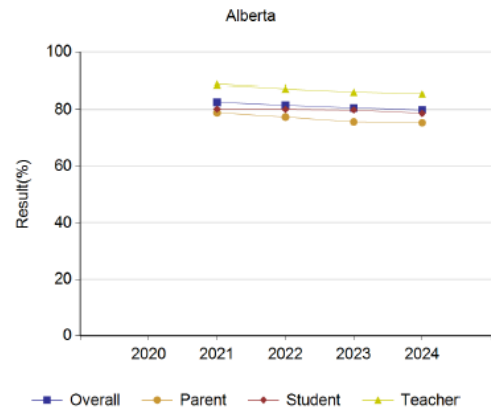
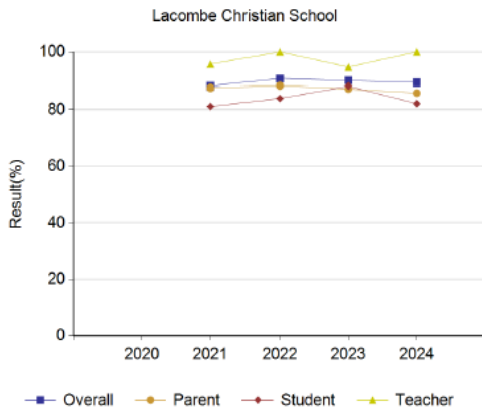
H.1 Access to Supports and Services - Measure History

School: 4392 Lacombe Christian School

Province: Alberta

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

	Lacombe Christian School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	273	88.1	280	90.7	283	90.0	336	89.3	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	258,994	80.6	264,733	79.9
Parent	n/a	n/a	57	87.5	57	88.3	54	87.2	82	85.8	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	197	81.1	202	83.9	206	88.2	235	82.1	n/a	Declined	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,518	78.7
Teacher	n/a	n/a	19	95.7	21	100.0	23	94.7	19	100.0	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6



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.

Our performance measures in the above categories related to Learning Supports were strong overall, but dropped from a student perspective. This was driven largely by the student responses in Grade 4-6, especially due to “Don’t Know” responses to survey questions.

As a Christian School, we value each student and will continue to focus on cultivating an environment of equity and respect. We see all people created in the image of God, therefore having immense value and worthy of respect. However it is impossible for a school to exist without strife and conflict. Our school society is committed to promoting positive behaviour that reflects a godly manner. The school is very committed to providing a safe and caring environment for all students. Conflict is always dealt with in a Biblical manner, with the goal to correct and restore. Christ Himself states that the Greatest Commandment is to “Love the Lord your God, with all your heart, and with all your soul, and with all your mind, and with all your strength. The second thing is to love your neighbour as yourself. There is no commandment greater than these.”

We strive to uphold this rule in all our school’s activities. The above results indicate that the school is achieving a relatively high level of success in this area and most students feel LCS is a safe and caring environment. We need to work on awareness in this area within students. Rather than taking credit ourselves, we give God the praise and honour He deserves.

STRATEGIES

- We have created the new position of Learning Support Services coordinator. This individual tracks all our at-risk students and ensures their needs are met. She has regular contact with individual teachers, Division heads, and the principal, along with the EAs that she organizes and allocates. We try to ensure, through this, that the academic, behavioural, and emotional needs of all students are well-met.
- A Teacher Checklist has been developed for teachers to use with students at-risk. This list explains timelines, procedures, methods, etc.
- Developed protocols/parameters for allocating resources, supports, and guiding questions around student admissions.
- Safe and caring attitudes are mandated and encouraged by staff and students.
- Students were given leadership and service opportunities in the Student Council, Praise Team, and helping out with grade and division Service Projects.
- Our school shares resources and support with parents and students in the areas of Learning Support Services: B Level Assessments, Psych-Ed testing, and attending IPP meetings. Having these resources and support and working with our parents helps us as we work to plan for and aid students where they are at. Our school counsellor is also available to students.
- As a school we strive to provide resources and relevant training to staff.
- LCS strives to provide meaningful educational opportunities for every student and is committed to an inclusive educational environment.

DOMAIN 4. Quality Teaching and Leadership

1. SURVEY RESULTS

A. ALBERTA EDUCATION SURVEY:



Teaching & Leading

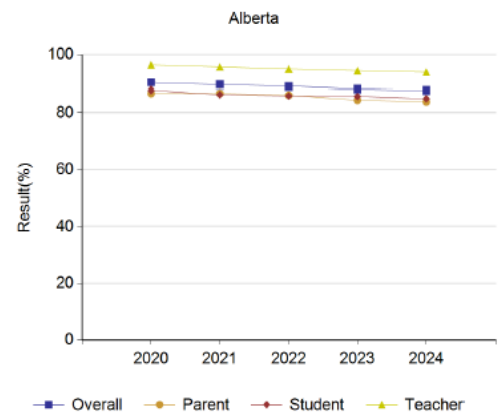
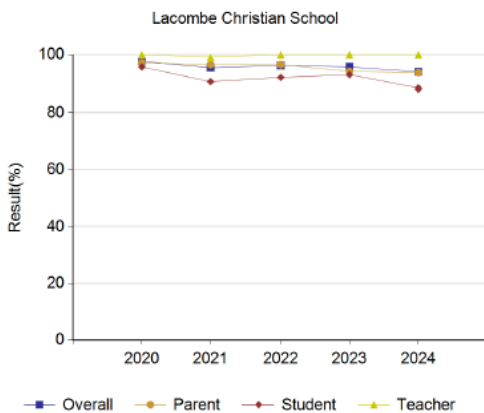
A.4 Education Quality - Measure History

School: 4392 Lacombe Christian School

Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Lacombe Christian School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	254	97.6	272	95.4	280	96.2	283	95.7	336	94.0	Very High	Declined	Good	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	57	97.1	57	96.5	57	96.5	54	94.1	82	93.7	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	178	95.7	196	90.5	202	92.0	206	93.0	235	88.3	High	Declined	Acceptable	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	21	100.0	19	99.1	21	100.0	23	100.0	19	100.0	Very High	Maintained	Excellent	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Our result in this domain remains very high and we will work to build on this area of strength. Parents are very satisfied with the quality of education, quality of teachers, and opportunities for their students to demonstrate what they have learned at Lacombe Christian School. We have been blessed with the talented and qualified educational staff and educational assistants. Teachers continue to focus on the essentials that need to be taught in the core subjects, while drawing all of this through the Christian lens and a Teaching for Transformation model. Teachers are working collaboratively within their grade and division on developing the new Alberta Curriculum.

The overall results over the past years have shown that teachers, parents, and students are generally satisfied with the overall broad program of studies here at Lacombe Christian School. While 97% of students thought their education was good or very good at LCS, the percentage of Grade 7-9 who found their work challenging, interesting, and useful decreased somewhat year-over-year. Part of this is due to the “Don’t Know” responses provided. It is our goal that our students receive an excellent, broad program of studies that challenges them academically and helps them engage in their community while attending here.

Our school has done very well academically, and we are planning several ways to ensure that our education is a quality education for all our students, regardless of academic abilities:

- We provide Fine Arts for all our students within their regular courses. We also have a specific Fine Arts Month, in which we focus on specific, unique Arts opportunities (e.g. song-writing, dance, drumming, drama, etc.).
- Our Grade 6 students are included in our Junior High Complementary Courses. They can now sign up for three of the following courses: Pottery, Cardmaking and Scrapbooking, Choir, Digital Media, Board Games, Sports Skills Development, Outdoor Education, Build-a-Bear, and Stop Motion.
- We have partnered with Central Alberta Christian High School to access their Industrial Arts Program and offer a Woodworking Option for our Junior High Students.
- LCS does not offer Drama Class or second language courses, which is reflected in student's response (see above) of our annual results. There are some extra-curricular opportunities for students in these areas.
- We have employed a new Learning Support Services coordinator to track all our at-risk students, and to ensure their needs are met (i.e., Academics, behaviour, emotional needs, etc.).
- The LCS teacher supervision process provides mentoring, coaching, and information feedback for all new teachers. All new teachers are assigned a mentor teacher and are evaluated by the Leadership Team.
- LCS teachers develop and complete their Teacher Growth Plans, tied to Teaching Quality Standards.

The 2023-2024 school year is the second with our new principal. This transition and his long-term success are important for Lacombe Christian. In addition, we have seen a large increase in enrollment over the last year. Managing this increased growth and the potential for more, while maintaining our Christian mission and vision, with a safe, caring, academically robust environment will also be an important goal moving forward.

DOMAIN 5. Governance Responsiveness

1. SURVEY RESULTS

A. ALBERTA EDUCATION SURVEY:



Governance

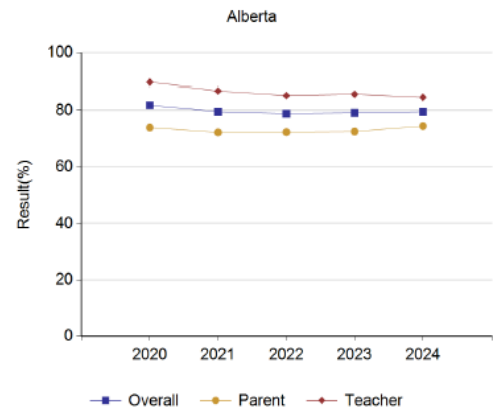
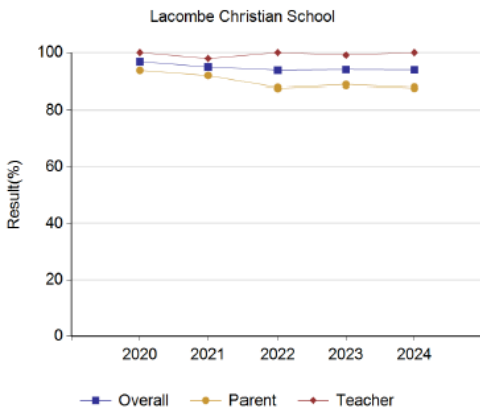
C.1 Parental Involvement - Measure History

School: 4392 Lacombe Christian School

Province: Alberta

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

	Lacombe Christian School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	78	96.8	76	94.9	78	93.8	77	94.0	101	93.9	Very High	Maintained	Excellent	70,377	81.8	80,919	79.5	82,412	78.8	83,935	79.1	84,949	79.5
Parent	57	93.7	57	91.9	57	87.7	54	88.8	82	87.8	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	21	100.0	19	97.9	21	100.0	23	99.1	19	100.0	Very High	Maintained	Excellent	33,821	80.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6



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.

Satisfaction has remained very high, and we continue to receive consistent support from parents and society members. There are numerous opportunities for our community members to participate in school activities and operations. The school board continues to monitor and assess its role in this area and meets regularly with the society to encourage parental involvement. The committees that operate under the Board authority also have a large parental presence.

2. STRATEGIES

- I. The school provides opportunities for parents to be engaged in school life, such as field trips, classrooms, whole school functions, progress reports, Parent-Teacher conferences, IPP meetings, society meetings, parent-run committees, and Board interactions. The percentage of parents satisfied with their involvement in decision-making is very high. Our society is parent-run, from Board-level to committee work, to volunteers within the school.
- II. Our school shares resources and support with parents and students.
- III. As a school we provide resources and relevant training to our Board members, Committee members, parents, and students. I.e.: work with service organizations such as the Prairie Centre for Christian Education to develop board capacity for governance practices.
- IV. Communication through our website, Remind App, quarterly newsletters, and monthly principal's messages keep our society members informed on school events and operations.
- V. Members of our Education Committee continued to review and develop new school policies.

Parental Involvement

The Education Committee and Board of Lacombe Christian School will review and discuss the Annual Education Results Report (AERR) for school authorities at their November meeting. The school results and interpretation of Accountability Pillar measures will be reviewed.

Parents will be provided with information regarding the AERR at our regularly scheduled Spring meeting. In addition, copies will be provided upon parent request.

Timelines and Communication

Lacombe Christian School's Zone Director will be emailed a notice that will include the web link to the Annual Education Results Report (AERR).

The Education Committee and School Board will approve the Three Year Plan in November. It will be posted on the LCS website by December 10, 2024. Parents will be notified that it is on our website in the November newsletter @ www.lacs.ca

The teaching staff will review the AERR Report in the month of November.

Public Interest Disclosure (Whistleblower Protection) Act

Lacombe Christian School is committed to providing students with the best possible quality learning opportunities in a safe and caring environment characterised by behaviour consistent with the school's stated moral and ethical beliefs.

In this context, the school's governing board and principal, teachers and other employees, parents and their children, and members of the supporting school community must be assured that their concern about any wrongdoing will be taken seriously in the best interest of the school and all members of its community.

Teachers and other employees have the right and obligation to report any wrongdoing.

Lacombe Christian School commits that any disclosure of wrongdoing or alleged wrongdoing reported to the school's principal will be properly reviewed and investigated and then acted upon by the school, as appropriate.

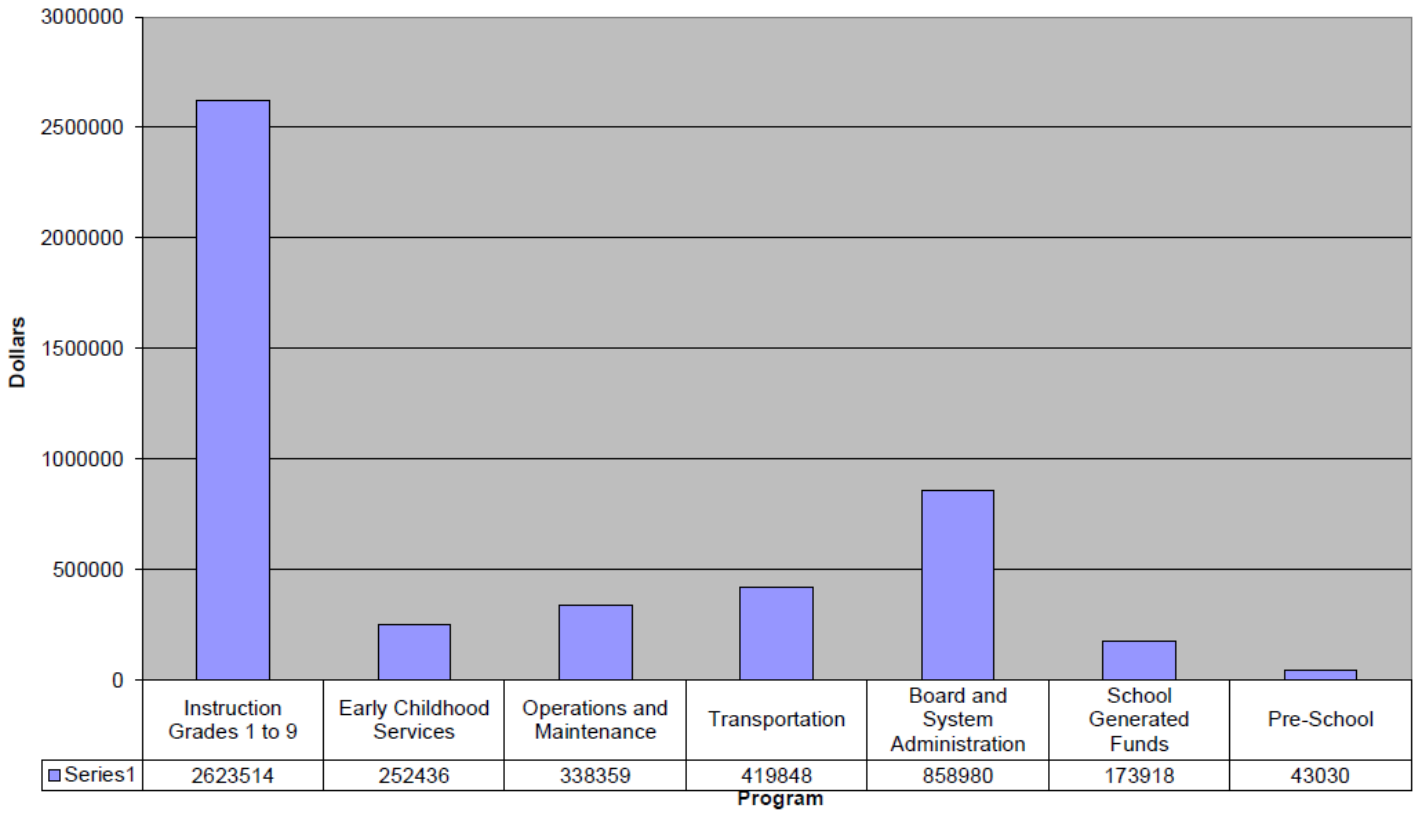
An employee making a disclosure in good faith will be protected against reprisal or other detrimental impacts within the power of the school.

A copy of Lacombe Christian School's whistleblower policy and procedures is available:

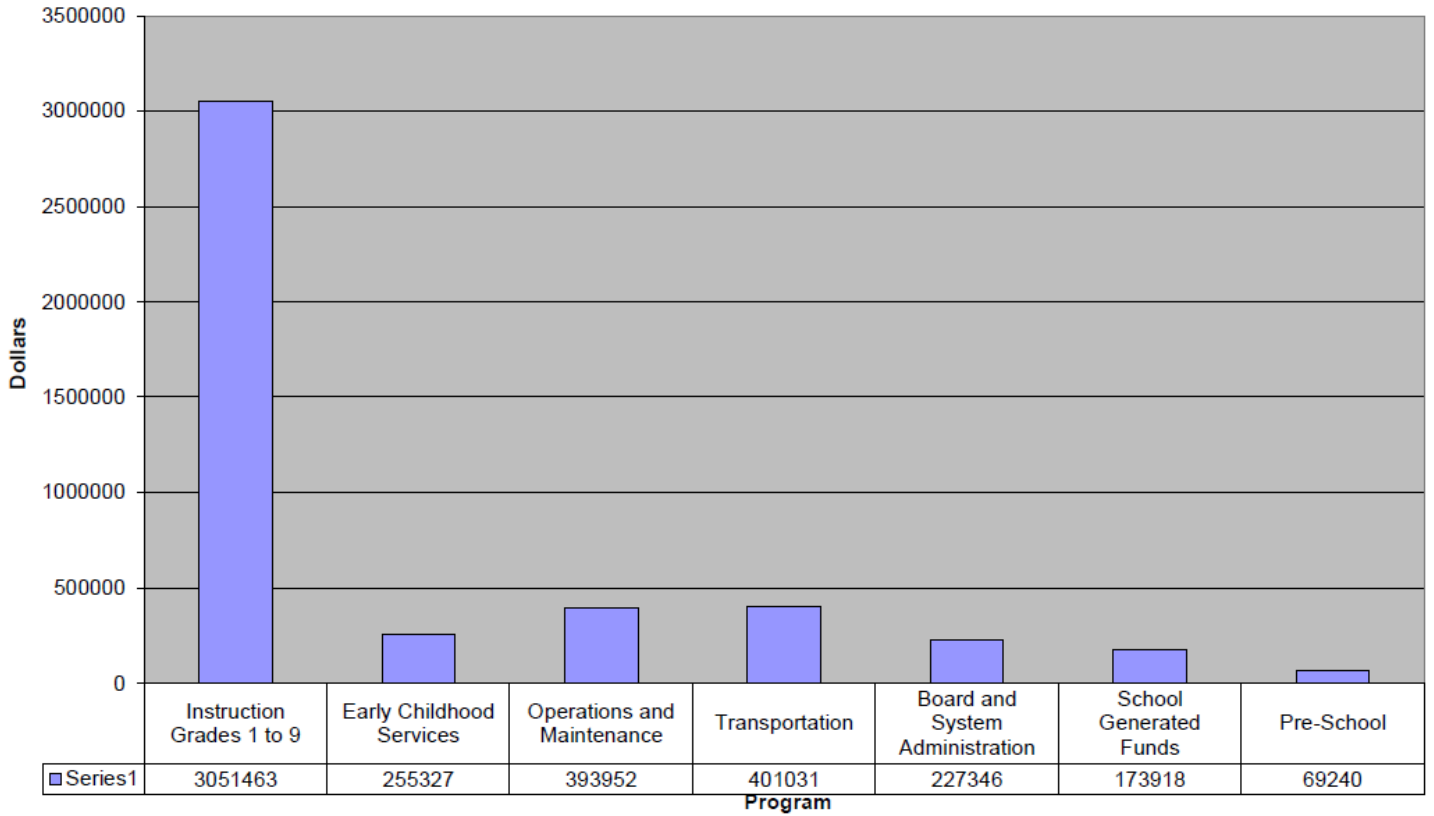
- in the main office,
- in the staff handbook, and,
- in the Board's Governance Guide.

In 2023-2024 this policy was not put into action, as there were no cases where wrong-doing or alleged wrong-doing was reported or disclosed.

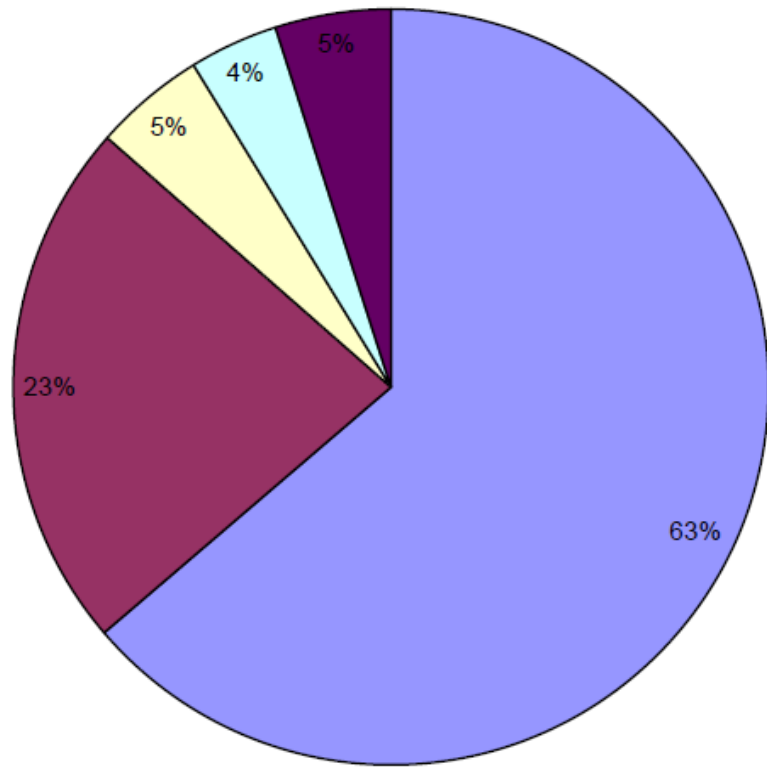
LCS EXPENSES 2023-2024



LCS REVENUE 2023-2024



LCS Revenue 2023-2024



■ Government Grants ■ Tuition Fees ■ Donations & Memberships ■ School Generated Funds ■ Other Revenue

LCS Information from Audit 2023/2024

	Dollars	Percent	Budget	Percent
EXPENSES				
Instruction Grades 1 to 9	2623514	55.70	2652624	60.45
Early Childhood Services	252436	5.36	135906	3.10
Operations and Maintenance	338359	7.18	340465	7.76
Transportation	419848	8.91	470000	10.71
Board and System Administration	858980	18.24	664605	15.15
School Generated Funds	173918	3.69	100000	2.28
Pre-School	43030	0.91	24400	0.56
Total Expenses	4710085	100.00	4388000	100.00
REVENUE				
Instruction Grades 1 to 9	3051463	66.74	3223777	73.86
Early Childhood Services	255327	5.58	162453	3.72
Operations and Maintenance	393952	8.62	310494	7.11
Transportation	401031	8.77	341281	7.82
Board and System Administration	227346	4.97	203329	4.66
School Generated Funds	173918	3.80	100000	2.29
Pre-School	69240	1.51	23666	0.54
Total Revenue	4572277	100.00	4365000	100.00
Government Grants	2914043	63.73	2722047	62.36
Tuition Fees	1039608	22.74	1141500	26.15
Donations & Memberships	218140	4.77	119866	2.75
School Generated Funds	173918	3.80	100000	2.29
Other Revenue	226568	4.96	281587	6.45
Total Revenue	4572277	100.00	4365000	100.00

LCS Information from Audit 2023/2024

Statement of Cash Flow 2022/2023

Cash on September 1, 2023		\$37,587.00
Operating Activity	\$481,788.00	
Investing Activity	(\$1,288,846.00)	
Financing Activity	\$1,143,398.00	
Cash on August 31, 2024		\$373,927.00

Balance Sheet on August 31, 2024

Current Assets	\$584,654.00	
School Generated Assets	\$13,987.00	
Capital Assets	\$3,879,139.00	
	Total Assets	\$4,477,780.00
Current Liabilities	\$698,589.00	
Long Term Liabilities	\$3,780,500.00	
	Total Liabilities	\$4,479,089.00
Total Operating Surplus (Deficit)	\$433,931.00	
Total Capital Funds	(\$435,240.00)	
	Total Net Assets	(\$1,309.00)
TOTAL LIABILITIES & NET ASSETS		\$4,477,780.00

A copy of the Audited Financial Statement for 2023/2024 is available at the school office for viewing

For additional financial information about Lacombe Christian School, you can contact the school's business administrator, Jack Oudman, at (403) 782 - 6531 or business@lacs.ca