

LACOMBE CHRISTIAN SCHOOL

Combined 3-Year Education Report & AERR 2018-2021



GREETINGS FROM LACOMBE CHRISTIAN SCHOOL.

WE ARE PLEASED TO REPORT ABOUT LCS IN THE ENCLOSED ANNUAL EDUCATION REPORT. WE THANK THE LORD FOR THE MANY WONDERFUL THINGS HAPPENING IN OUR SCHOOL, AND IT IS A PRIVILEGE TO SHARE THEM WITH YOU. ENJOY!

Sample Format for Combined 3-Year Education Plan and Annual Education Results Report (AERR) for School Authorities

The following pages contain a sample format for School Authority Combined 3-Year Education Plan and AERR, populated with the latest Accountability Pillar results. School Authorities may use this format or a format of their own design to prepare their Combined 3-Year Education Plan and AERR.

Please note that the components and requirements for Combined 3-Year Education Plan and AERR are different for Public/Separate/Francophone Authorities, Charter School Authorities and Accredited Funded Private School Authorities.

- **The specific components and requirements for the various authorities are specified in the Policy and Requirements for Planning and Results Reporting documents (see below).**
- **In using this sample format, authorities must modify it to fully meet the components and requirements for Combined 3-Year Education Plan and AERR of each type of school authority (e.g., Charter Schools need to add the Charter Goals, Outcomes and Performance Measures).**

Components and Requirements for Combined 3-Year Education Plan and AERR, November 2018

Accredited Funded Private School Authorities:

Components and Requirements of Combined 3-year Education Plan and AERR for Accredited Funded Private School Authorities are available in the *Policy and Requirements for Accredited Funded Private School Authority Planning and Results Reporting*.

https://education.alberta.ca/school-authority-planning-resources/current-requirements/

Message from the Board Chair

The Board of Lacombe Christian School is happy to report that the school is running well. We experienced stable enrollment and are 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.

Enclosed, you will find a copy of The Annual Education Results Report for the 2017-2018 School year and the Education Plan for the three years commencing September 1, 2018 for The Lacombe Christian School Society. It is the Board's prayer that we, at Lacombe Christian School, will continue to provide quality Christian Education and that our students will be prepared to become active citizens in the Kingdom of God.

Accountability Statement

The Annual Education Results Report for the Lacombe Christian School Society for the 2017-2018 school year was prepared under the direction of the Board 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 students and to ensure all students in the private school authority can acquire the knowledge, skills and attitudes they need to ne self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2017-2018 was approved by the Board on November 30, 2018.

Signed: 

Board Chair, Edwin Niemeijer **November 30, 2018**

Accredited Funded Private School Authorities:

Please refer to Appendix C of *Policy and Requirements for Accredited Funded Private School Authority Planning and Results Reporting* for the wording of accountability statement

https://education.alberta.ca/school-authority-planning-resources/current-requirements/

Foundation Statements

Mission and Mandate

Lacombe Christian School is committed to providing our children with an education which is uniquely Christ-centered, and which aims at the highest possible academic standards as well as stimulating spiritual growth and scriptural wisdom. LCS is operated by the Lacombe Christian School Society as an accredited independent school as defined by Section 22 of the Alberta School Act.

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.

Beliefs

Lacombe Christian School believes that God has given parents the authority to instruct students in His ways. This God-given responsibility translates into an education that acknowledges the Bible as the ultimate authority in seeking answers to questions relating to the meaning and purpose of life. LCS believes that the purpose of education is to equip students to serve God in all areas of life, and to be of service to our fellow human beings.

As a Christian community we envision our schools as places where:

- Christ is glorified in everything we do;
- Quality teaching and learning takes place;
- Students can express themselves;
- Students feel accepted, loved, and respected;
- Christian discipleship and discipline are carried out in love;
- Students work to achieve their God-given potential in all aspects of their development;
- Everyone contributes in a positive manner to the school;
- Students build God-honoring friendships and relationships;
- Everyone can develop and talk about their personal relationship with God;
- Accountability to God and each other is stressed;
- Academic excellence is a communal goal;
- A strong sense of Christian community exists between home, school and church;
- Enthusiasm and excitement for learning and teaching is modeled;
- Students may learn to know, love, and serve God; and,
- Our individuality is known by Christ and celebrated by each other.

A Profile of the School Authority

Profile

LCS is a parent governed independent school serving parents and students from a wide variety of denominational backgrounds.

LCS began operations in 1945 as a small elementary school in Woody Nook, County of Lacombe. In 1967 it consolidated at its present site in Lacombe. The school now operates in two buildings, to accommodate increased enrolments. LCS currently serves 354 students in K – 9, with 24 teaching staff members (F.T.E. 18.15). We have 373 students including our Playschool.

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

LCS offers the regular K – 9 programs, following the guidelines of the Alberta Education curriculum. French is taught in grades 6 – 9. In Junior High, students select three of the following complementary courses: Art, Foods, Digital Video, Scale Modelling, Drama, Personal Fitness, Robotics and Music.

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

1. Schultz Psychological Services.
2. Communication Options.
3. Learning Support Center - available on-going support for students with mild to moderate learning difficulties in grades K - 9.
4. Early literacy program in place for students in K - Gr. 3.
5. Counselling - on-site counselor available for student needs.
6. Special Needs / PUF funding.
7. Central Alberta Regional Collaborative Service Delivery (SLP, OT, PT)

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 also 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 such as: Education, Transportation, Salary and Benefits, Maintenance and Finance.

Trends and Issues

Trends

1. Over the past four years, our students in grades six and nine have done well on PATs when compared to the provincial average. However, our grade nine Math results, in the excellence standard, has dropped. Designated staff will be addressing this.
2. We are seeing more students with mild to moderate and special needs enrolling in LCS.
3. We are seeing a greater need to create a flexible Resource Room Program. This continues to be addressed in response to students' needs.
4. We are training our staff through In-Services to be more comfortable and aware of the technology around them, i.e. Google docs.
5. All teachers utilize the Alberta Education publication, 'Making a Difference', and CARC workshops.
6. We recognize the need as a distinctive school, to continually refine the manner in which we provide Christian Education to our students. At present we require our staff to use the Teaching for Transformation (Tft) model.

Issues

1. That a 39 year old bussing agreement with Wolf Creek is no longer funded by the Alberta Government. This has become a major issue for our school.
2. The whole idea of private schools joining public school boards, (i.e. Red Deer and Edmonton Christian Schools), and how it may affect us.
3. Increasing tuition costs and the problem this creates for some families. This is becoming more of an issue each year. Our hope is to receive consistent, dependable and equitable funding.
4. In reviewing our PAT results, the Administration and teachers are taking a closer look at the Standard of Excellence results.
5. Accessing Special Needs funding continues to be a concern. ie. Proving the student needs.
6. Meeting the needs of the increasing numbers of mild/moderate students.
7. Another challenge for the school surrounds the Alberta Education's requirements concerning the school's "Safe and Caring Policy". Our school is participating is a court challenge against Alberta Education over parental rights and religious liberty. There has been a great amount of time, effort, and funds dedicated to this issue. The data shows that LCS is ranked above the provincial average as a safe and caring school. We strive to continue to remain above the provincial average. The safety and welfare of our students is the priority of our parents and that is reflected in how we operate as a school. We hope and pray that Alberta Education will come to recognize this, and that we will be able to work together for the future of our children.
8. New K-Grade 4 Curriculum (implications).

Summary of Accomplishments

- Board support and commitment ensures the needs of all students are being met.
- The school-wide use of the Teaching for Transformation Model ensures the integration of faith in learning.
- The availability and use of technology is a focus and commitment.

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

Measure Category	Measure	The Lacombe Christian Sch Soc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	**97.0**	94.3	95.4	**89.0**	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	**89.8**	87.1	90.4	**81.8**	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	**97.9**	96.2	97.1	**90.0**	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	**0.0**	2.4	0.8	**2.3**	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	**n/a**	n/a	n/a	**78.0**	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	**93.3**	86.7	87.2	**73.6**	73.4	73.3	Very High	Improved	Excellent
	PAT: Excellence	**36.7**	22.9	24.7	**19.9**	19.5	19.2	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	**n/a**	n/a	n/a	**83.7**	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**24.2**	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	**n/a**	n/a	n/a	**55.7**	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	**n/a**	n/a	n/a	**63.4**	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	**n/a**	n/a	n/a	**58.7**	57.9	59.0	n/a	n/a	n/a
	Work Preparation	**96.5**	94.4	94.2	**82.4**	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	**95.2**	91.8	92.9	**83.0**	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	**98.0**	94.6	94.7	**81.2**	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	School Improvement	**94.0**	92.8	94.3	**80.3**	81.4	80.7	Very High	Maintained	Excellent

Notes:

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.9	83.2	91.8	86.7	93.3	90	Very High	Improved	Excellent	90	90	90
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.9	22.6	28.6	22.9	36.7	27	Very High	Improved	Excellent	27	27	27

Strategies

- Staff will continue to work in collaborative learning teams with a focus on K-9 Math and K-9 writing and comprehension.
- All grade six and nine teachers will review their PAT results and give a written report and meet with the Leadership team.
- These PAT results will be shared and discussed in divisional meetings.
- The Staff will attend CARC workshops on PAT subjects and student improvement strategies.
- Staff will actively research and utilize best practices and strategies for teaching and learning Social Studies.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	2.4	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Strategies

As a school we realize the transition for students moving from Junior High to High School can be big. We know that the choices they make as they grow up can affect them as they move on into High School. So we offer the following programs to help our students in this transition.:

- All grade nine students will attend:
  a. A program from Junior Achievement of Southern Alberta called, "Economics for Success". (Held at Red Deer College).
  b. A presentation on Suicide Prevention.
  c. Pro-life presentation.
  d. Drug awareness presentation.

- All grade five and eight students will engage in the workshop: Building Healthy Relationships (formerly Teen Ed).
- Jo(e) Social Presentation (internet safety & awareness) for Junior High.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.9	92.1	94.8	91.8	95.2	90	Very High	Improved	Excellent	90	90	90
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	93.6	92.1	96.2	94.4	96.5	90	Very High	Maintained	Excellent	90	90	90

Strategies

- Teachers are expected to model their faith and worldview with the expectation that the students will also internalize a similar worldview. To that end, we have also implemented a district-wide pedagogical approach called Teaching for Transformation. This approach teaches our students that active citizenship starts with a Christian perspective.

- We continue to provide opportunities for our students to become engaged in leadership activities. Student Council, Praise Teams and Service Projects ie. Stepping Stones (pregnancy help service); World Renew; The Native Healing Center; Mustard Seed, Mom's Time.

- We continue to inform our parents/students of the types of service learning projects our school has to offer.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.*(This measure is required for charter and private school authorities with only K-9 schools)*	71.6	67.6	72.6	72.2	81.9	70	n/a	n/a	n/a	70	70	70

Strategies

- All our grade nine students will take part in The Economics for Success. This program will show the grade nine students the importance of continuing their education.
- All the teachers at Lacombe Christian School utilize the district-wide pedagogical approach that is called Teaching for Transformation. This is a way of adding a Christian perspective into all our curriculum and will help us as we prepare our students to be Kingdom Citizens.
- Reading and technology use are taught and stressed as tools for learning.

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

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

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

[No Data for Overall FNMI Results]

Strategies

- To Support the inclusion of FNMI students by having teachers carry out the Alberta Curriculum which teaches FNMI history.
- To encourage teachers to bring in FNMI leaders. ie. Harold Roscher - Edmonton Native Healing Center (grade 5 & 9). Elders from Maskwacis.
- To encourage teachers to look for Professional Development on FNMI history. (CARC)
- To order more teacher and student resources on FNMI culture and history for our library.
- To attend workshop put on by AISCA on reconciliation.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	96.4	94.8	97.3	94.3	97.0	90	Very High	Maintained	Excellent	90	90	90

Strategies

We are pleased that we have met and exceeded our target in this area. Our staff and Board continue to work diligently to ensure LCS is a safe and caring school and that our school has improved in the last three years. We plan to work on this area by:

- Ensuring the school Discipline and Safe and Caring Policies are enforced.
- Holding monthly Buddy Group activities which work on creating a positive community within the school.
- Continue to discuss with our students internet safety and review our policy with students and parents.
- Provide professional development opportunities;
- Zones of Regulation: Management of affect, grades K-9.
- Monthly spirit days for community development (sponsored by Jr. High student council).
- Weekly/monthly assemblies (division and whole school).
- Availability of school counselor.
- School Focus: Love God, Love Others; School Theme: Intentional Acts of Kindness.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	93.5	93.0	91.1	87.1	89.8	90	Very High	Maintained	Excellent	90	90	90

Strategies

We have fallen below our target in this area. Our school has done very well academically and this is something we plan to continue working on: ensuring our students have access to an excellent quality of education.

More specifically, we are planning several ways to ensure that our education is a quality education for all our students, regardless of academic abilities:

- We continue to encourage Fine Arts for all our students. i.e. Plan for a Fine Arts Month, February 2019.
- Our Technical Support continues to train all teachers in the implementation and Google Docs.
- Where needed and appropriate, outside agencies have been consulted and resources have been brought in to assist teachers in developing learning outcomes and strategies for those students who require special assistance, including special apps.
- All teachers and Educational Assistants will be trained in the development and implementation of IPPs.
- All teachers are required to implement the strategies from the book, "Making a Difference", (meeting diverse needs with differentiated instruction).
- Our Grade 6 students are now a part of our Junior High Complementary Courses. They can now sign up for three of the following courses: Art I, Choir, Digital Media, Knitting and Scale Modeling.
- Our Education Committee will be looking at partnering with Central Alberta Christian High School to access their new Industrial Arts Program.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	94.0	95.2	94.9	92.8	94.0	89	Very High	Maintained	Excellent	89	89	89
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	94.9	94.9	94.7	94.6	98.0	91	Very High	Improved	Excellent	91	91	91
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.6	97.3	97.7	96.2	97.9	90	Very High	Maintained	Excellent	90	90	90

Strategies

We feel blessed to have such a high percentage of teachers, parents and students who feel that our school provides a high quality basic education. We are especially grateful for the strong support parents and teachers have towards their involvement at our school. We need to continue to work hard to ensure that these results remain high, after all, we are a parent-run school and therefore rely heavily on our parents' input.

We plan to continue to work on this outcome by:

- Supporting the work of our Development Officer.
- Intentionally seeking parental involvement.
- Open door policy to visit the school administration.
- Encourage teachers and parents to communicate with each other. i.e. Parent/teacher conferences, class room newsletters, class website and phone calls home.
- Provide parent information evenings and society meetings. Ie Jo(e) Social: Internet Safety.
- Survey of parents/teachers and students yearly.
- Parents are welcome to attend assemblies, music presentations, Arts month, sporting events and cooperative learning events.

Notes:

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

Note:

Future Challenges (Optional)

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

Summary of Financial Results

- For financial results contact Jack Oudman, business administrator @ 403-782-6531 or financial results will be posted on the LCS website @ www.lacs.ca

Budget Summary

- For further budget information contact Jack Oudman, business administrator @403-782-6531 or budget summary
  will be posted on the LCS website @ www.lacs.ca

Capital and Facilities Projects

We are looking at the possibility up-grades on the East Campus:

- New ECS room
- New entrance
- New staff room
- New gymnasium

Summary of Facility and Capital Plans

We continue to review the computer skills taught at LCS. We have reviewed the grades 4-6 computer skills and plan to buy a portable Chromebook lab for these grades and have Chromebox for our entire staff.

The Maintenance Committee has a number of long range projects they are looking at, eg:

- East Campus upgrades and new gymnasium

Parental Involvement

The Education Committee and Board of Lacombe Christian School will review and discuss the Combined 3 Year Education Plan and Annual Education Results Report (AERR) for school authorities at their November meeting. The school results and interpretation of Accountability Pillar measures will be reviewed.

Timelines and Communication

Lacombe Christian School's Zone Director will be emailed a notice that will include the web link to the Combined Three Year Education Plan and 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 November 30, 2018. Parents will be notified that it is on our website in the December newsletter @ www.lacs.ca

The teaching staff will review the Combined Three Year AERR Plan in the month of December at their first full staff meeting.

Web link:
https://www.lacs.ca/application/files/4315/4809/2505/Combined_3_Year_Education_Plan_and_AERR_2018-2021__Audited_Statements__Budget.pdf

Whistleblower Protection

No employee of Lacombe Christian School has made a disclosure to the school's Chief officer.

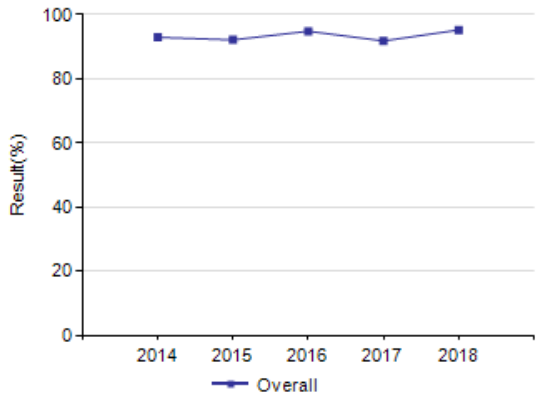
APPENDIX – Measure Details (OPTIONAL)

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

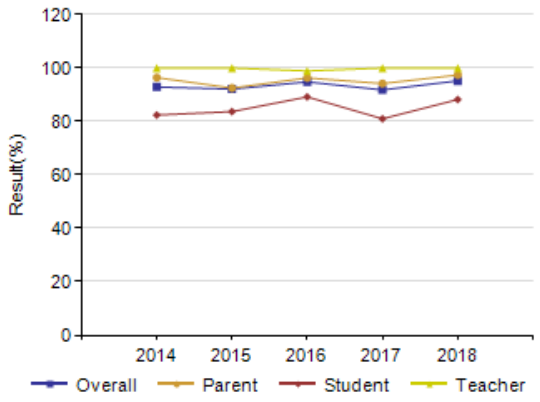
Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					**Province**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	92.9	92.1	94.8	91.8	95.2	83.4	83.5	83.9	83.7	83.0
Teacher	100.0	100.0	98.9	100.0	100.0	93.8	94.2	94.5	94.0	93.4
Parent	96.4	92.5	96.3	94.2	97.4	81.9	82.1	82.9	82.7	81.7
Student	82.4	83.7	89.2	81.0	88.2	74.5	74.2	74.5	74.4	73.9

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)

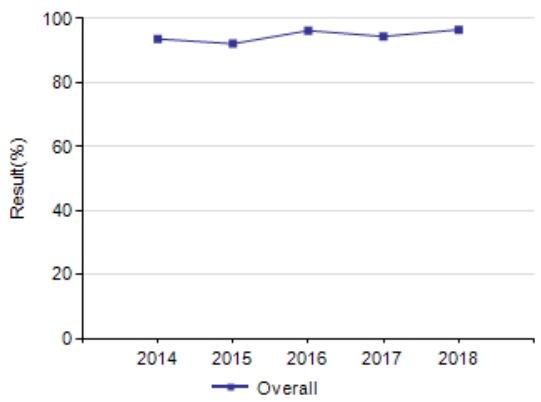


Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From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

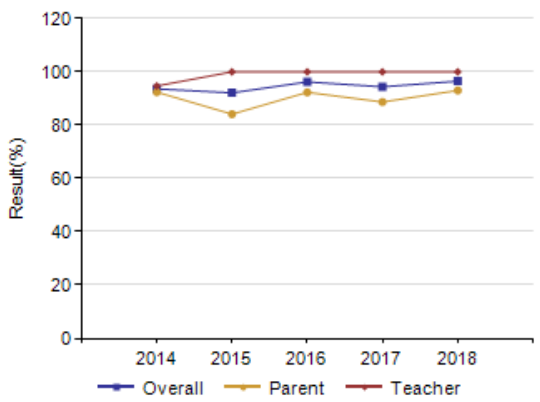
Work Preparation – Measure Details (OPTIONAL)

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					**Province**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	93.6	92.1	96.2	94.4	96.5	81.2	82.0	82.6	82.7	82.4
Teacher	94.7	100.0	100.0	100.0	100.0	89.3	89.7	90.5	90.4	90.3
Parent	92.4	84.1	92.3	88.7	93.0	73.1	74.2	74.8	75.1	74.6

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



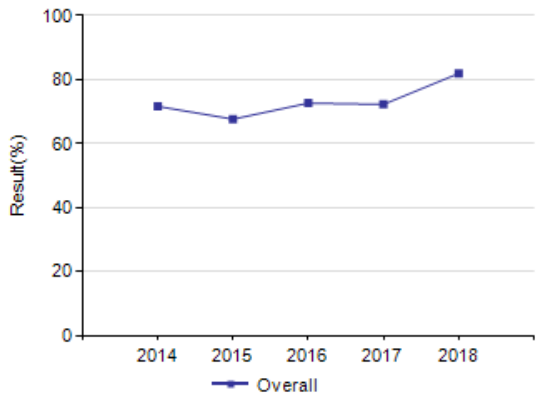
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

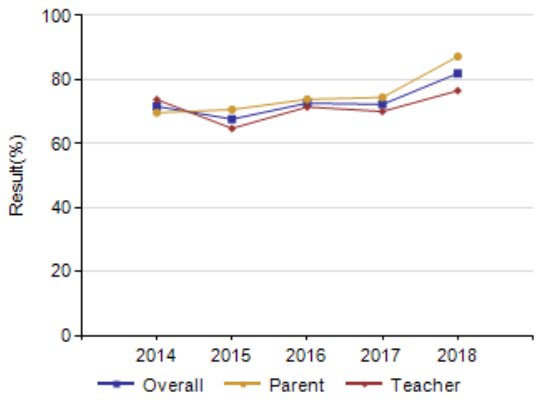
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	71.6	67.6	72.6	72.2	81.9	69.5	70.0	70.7	71.0	70.9
Teacher	73.7	64.7	71.4	70.0	76.5	76.0	76.0	77.3	77.3	77.8
Parent	69.6	70.6	73.8	74.4	87.2	63.0	64.0	64.2	64.8	64.0

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

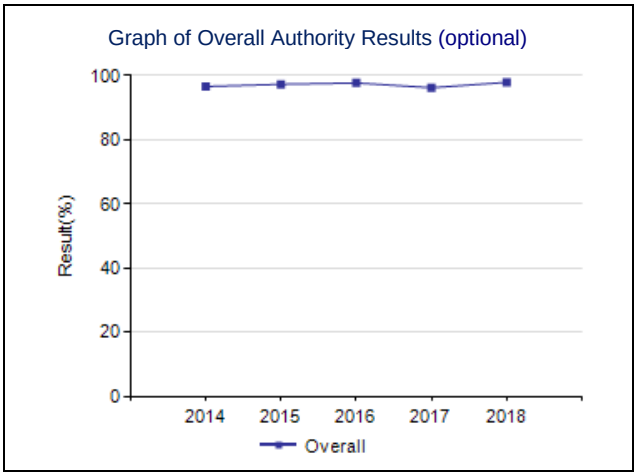
		The Lacombe Christian Sch Soc							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	35	97.1	30	95.1	51,540	83.5	48,248	82.7
	Standard of Excellence	Very High	Maintained	Excellent	35	34.3	30	29.0	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	35	97.1	30	92.0	51,486	72.9	48,172	71.6
	Standard of Excellence	Very High	Improved	Excellent	35	31.4	30	14.8	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very High	Maintained	Excellent	35	94.3	30	93.8	51,517	78.8	48,180	77.1
	Standard of Excellence	Very High	Improved	Excellent	35	60.0	30	44.4	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	35	97.1	30	87.3	51,525	75.1	48,170	71.4
	Standard of Excellence	Very High	Improved	Excellent	35	51.4	30	33.3	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	25	96.0	38	93.9	46,822	76.1	44,296	76.5
	Standard of Excellence	Very High	Maintained	Excellent	25	28.0	38	31.3	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	25	80.0	38	81.1	46,603	59.2	43,851	66.8
	Standard of Excellence	Low	Maintained	Issue	25	12.0	38	13.3	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Very High	Maintained	Excellent	25	92.0	38	84.5	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Improved	Excellent	25	36.0	38	21.1	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	25	88.0	38	75.0	46,840	66.7	44,267	65.6
	Standard of Excellence	Very High	Improved	Excellent	25	28.0	38	13.2	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8

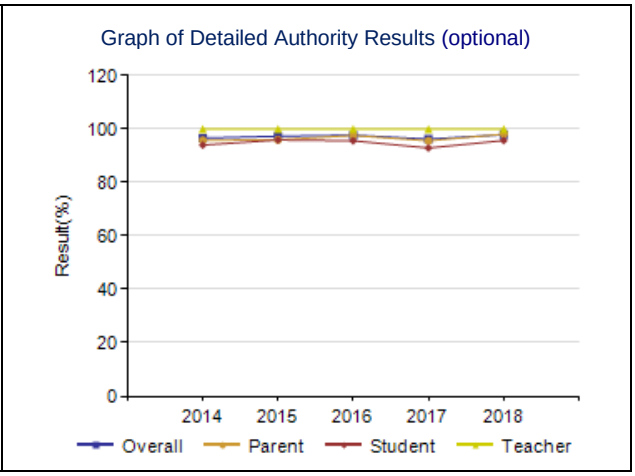
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					**Province**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	96.6	97.3	97.7	96.2	97.9	89.2	89.5	90.1	90.1	90.0
Teacher	100.0	100.0	100.0	100.0	100.0	95.5	95.9	96.0	95.9	95.8
Parent	95.8	96.0	97.6	95.6	98.1	84.7	85.4	86.1	86.4	86.0
Student	94.0	95.9	95.6	92.9	95.7	87.3	87.4	88.0	88.1	88.2

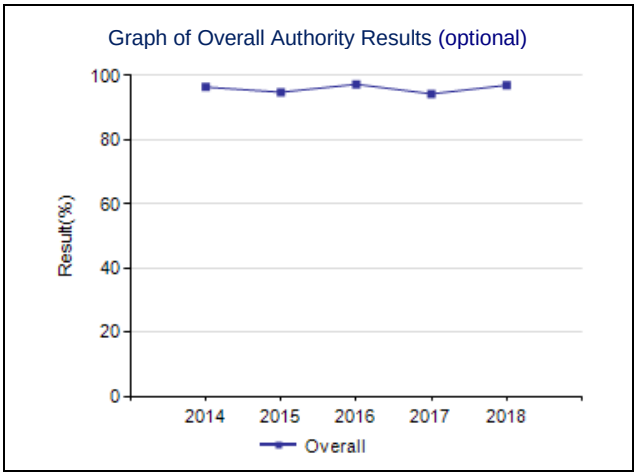


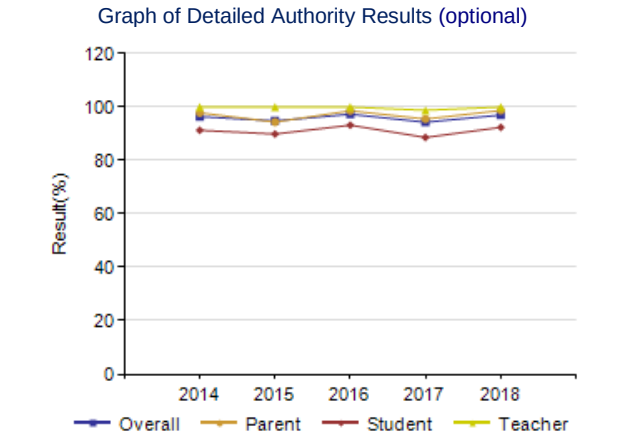


Notes:
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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details (OPTIONAL)

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.										
	Authority					**Province**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	96.4	94.8	97.3	94.3	97.0	89.1	89.2	89.5	89.5	89.0
Teacher	100.0	100.0	100.0	98.8	100.0	95.3	95.4	95.4	95.3	95.0
Parent	97.8	94.4	98.6	95.5	98.7	88.9	89.3	89.8	89.9	89.4
Student	91.3	89.9	93.2	88.6	92.4	83.1	83.0	83.4	83.3	82.5





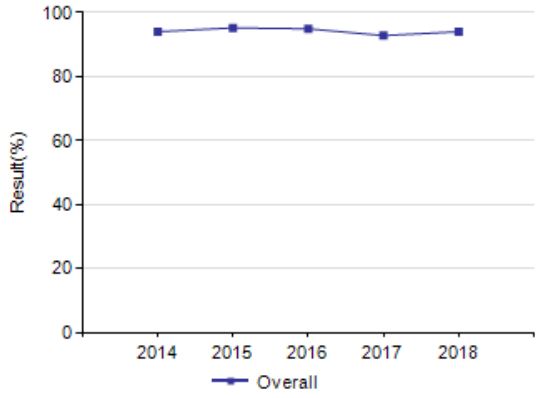
Notes:
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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Measure Details (OPTIONAL)

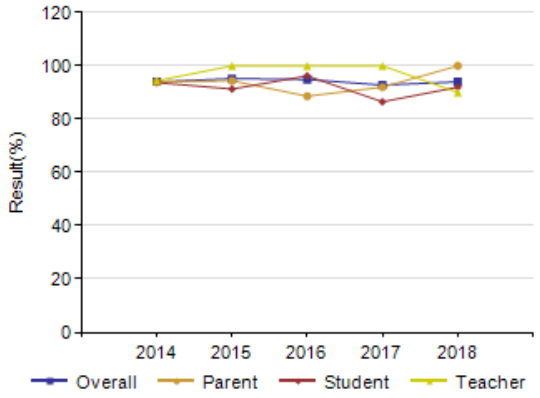
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	94.0	95.2	94.9	92.8	94.0	79.8	79.6	81.2	81.4	80.3
Teacher	94.4	100.0	100.0	100.0	90.0	81.3	79.8	82.3	82.2	81.5
Parent	94.0	94.4	88.6	92.0	100.0	77.0	78.5	79.7	80.8	79.3
Student	93.7	91.3	96.2	86.5	92.0	81.2	80.7	81.5	81.1	80.2

Graph of Overall Authority Results (optional)

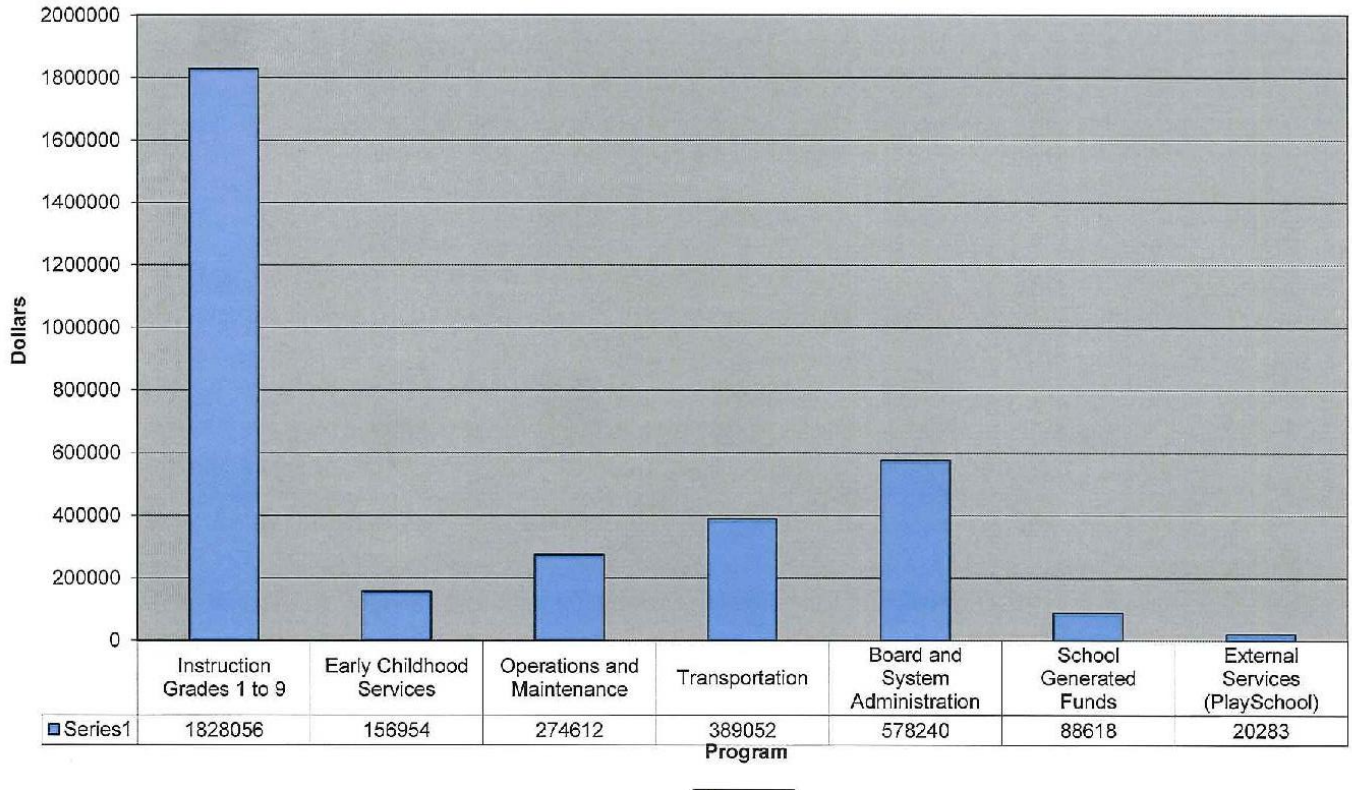


Graph of Detailed Authority Results (optional)

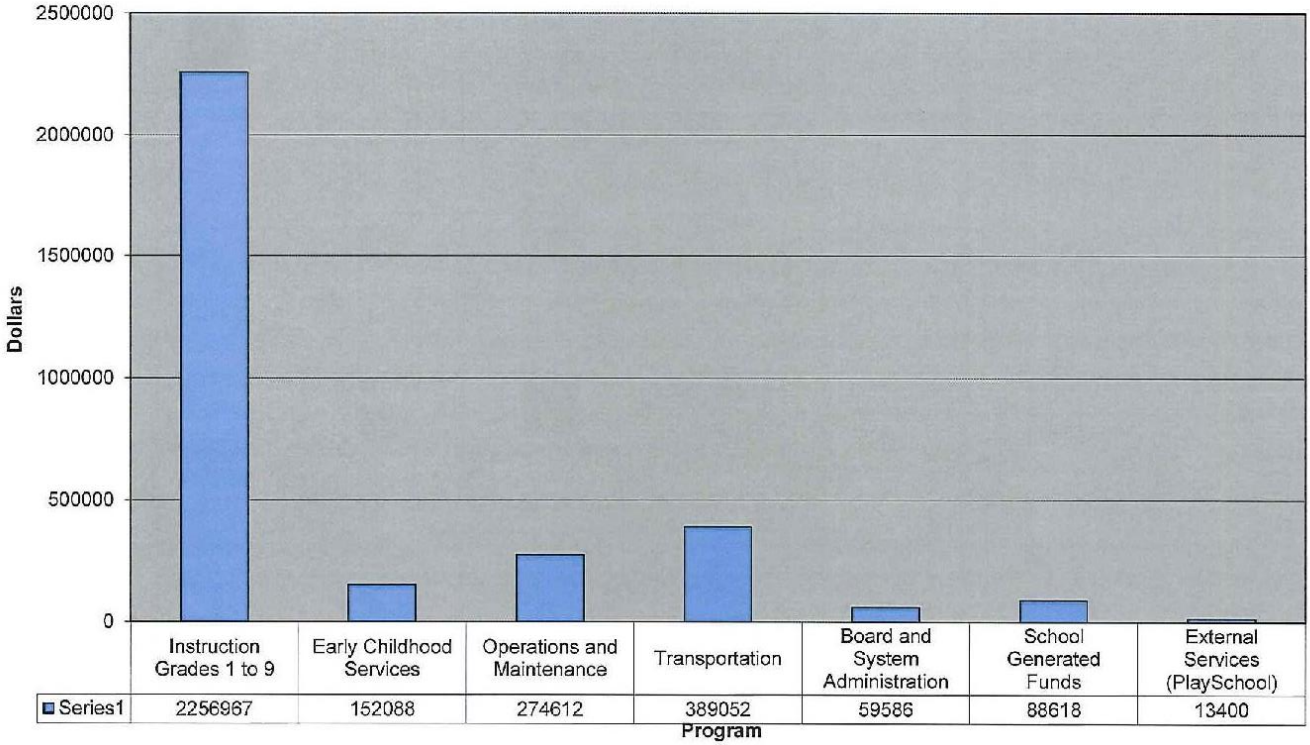


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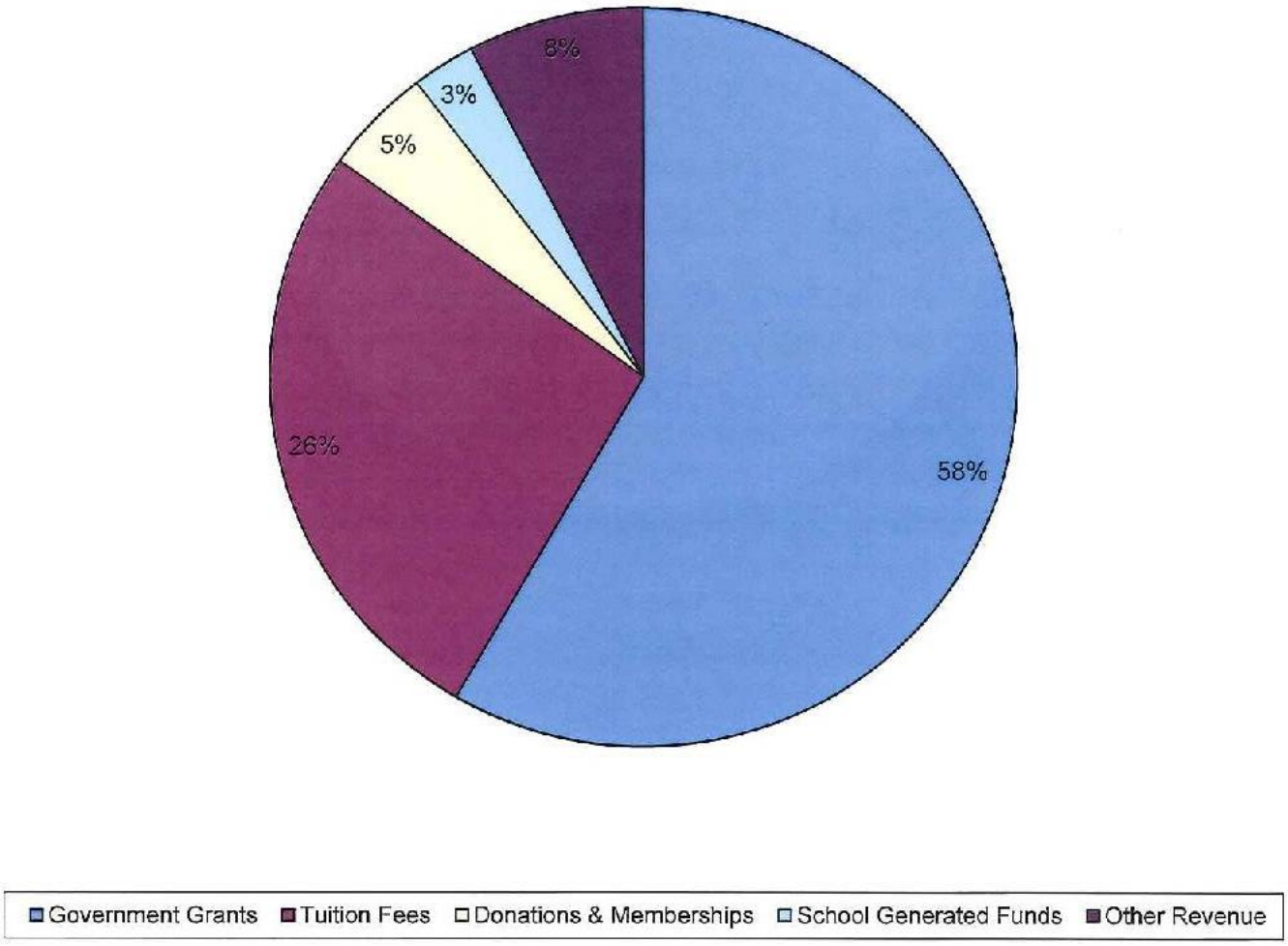
LCS EXPENSES 2017-2018



LCS REVENUE 2017-2018



LCS Revenue 2017-2018



LCS Information from Audit 2017/2018

	Dollars	Percent	Budget	Percent
EXPENSES				
Instruction Grades 1 to 9	1828056	54.80	1733731	54.37
Early Childhood Services	156954	4.71	142463	4.47
Operations and Maintenance	274612	8.23	227362	7.13
Transportation	389052	11.66	367200	11.52
Board and System Administration	578240	17.33	642751	20.15
School Generated Funds	88618	2.66	75000	2.35
External Services (PlaySchool)	20283	0.61		
Total Expenses	**3335815**	**100.00**	**3188507**	**100.00**
REVENUE				
Instruction Grades 1 to 9	2256967	69.78	2586638	85.14
Early Childhood Services	152088	4.70	122063	4.02
Operations and Maintenance	274612	8.49	170419	5.61
Transportation	389052	12.03	11880	0.39
Board and System Administration	59586	1.84	72000	2.37
School Generated Funds	88618	2.74	75000	2.47
External Services (PlaySchool)	13400	0.41		
Total Revenue	**3234323**	**100.00**	**3038000**	**100.00**
Government Grants	1887609	58.36	1877019	61.78
Tuition Fees	859030	26.56	762250	25.09
Donations & Memberships	153171	4.74	179580	5.91
School Generated Funds	88618	2.74	75000	2.47
Other Revenue	245895	7.60	144171	4.75
Total Revenue	**3234323**	**100.00**	**3038000**	**100.00**

LCS Information from Audit 2017/2018

Statement of Cash Flow 2016/2017

Cash on September 1, 2017		**$290,818.00**
Operating Activity	$557.00	
Investing Activity	($78,279.00)	
Financing Activity	($96,820.00)	
Cash on August 31, 2018		**$117,276.00**

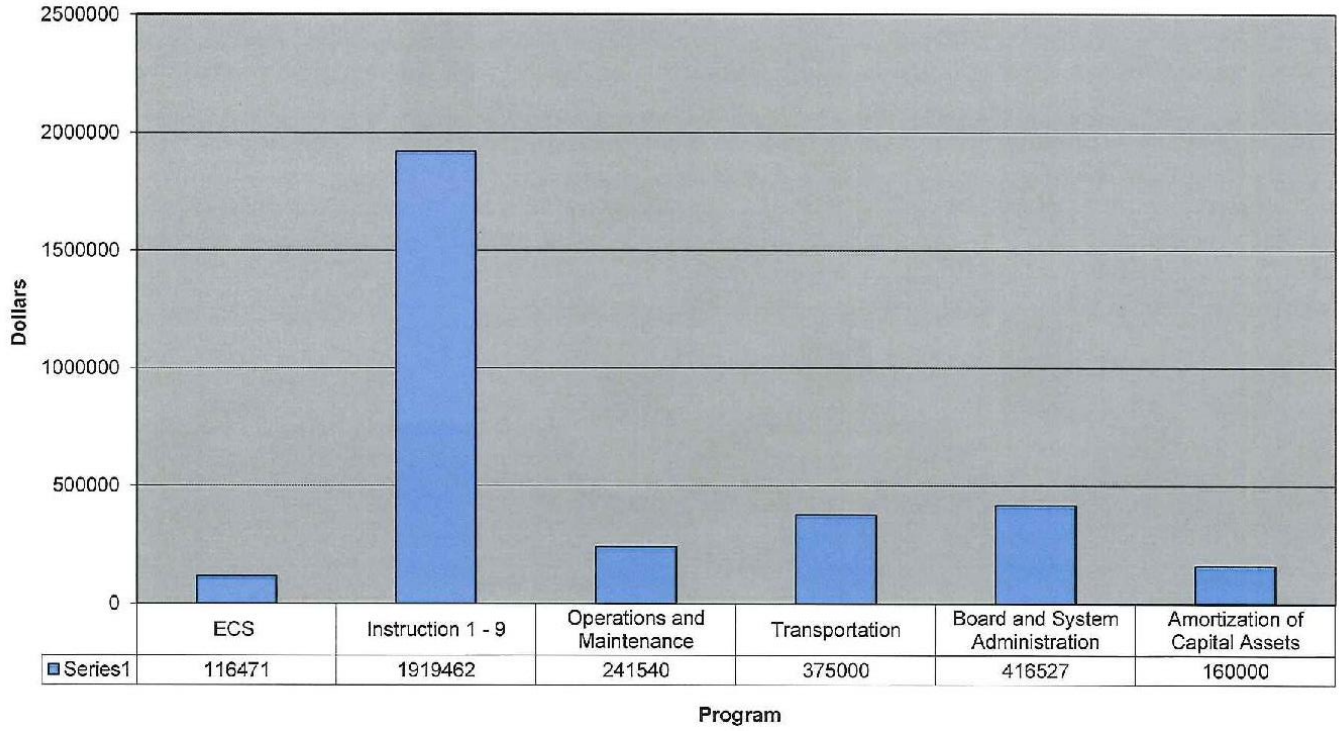
Balance Sheet on August 31, 2018

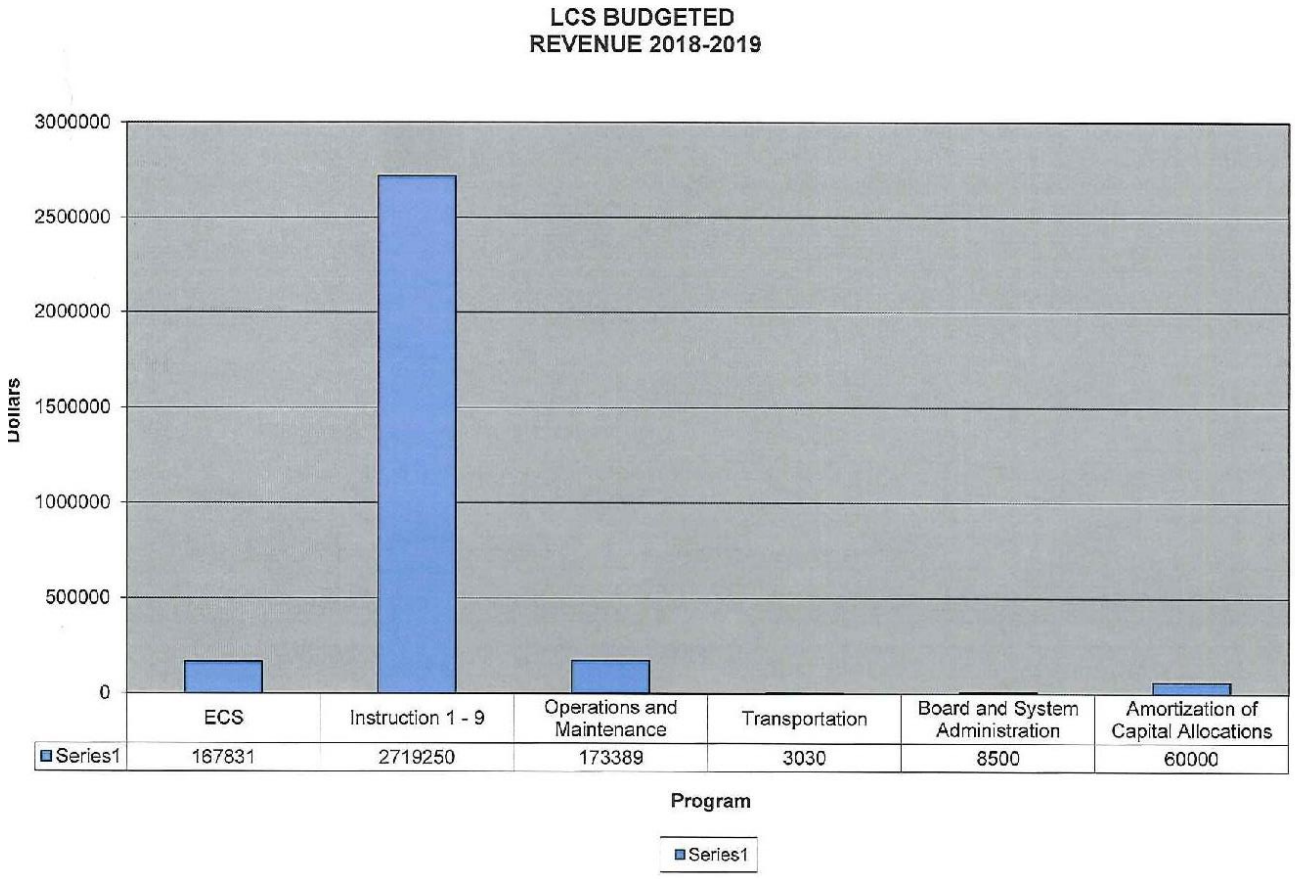
Current Assets	$375,339.00	
School Generated Assets	$8,377.00	
Capital Assets	$1,429,028.00	
Total Assets		**$1,812,744.00**
Current Liabilities	$59,686.00	
Long Term Liabilities	$596,850.00	
Total Liabilities		**$656,536.00**
Total Operating Surplus (Deficit)	$315,651.00	
Total Capital Funds	$840,557.00	
Total Net Assets		**$1,156,208.00**
TOTAL LIABILITIES & NET ASSETS		**$1,812,744.00**

A copy of the Audited Financial Statement for 2017/2018 is available at the school office for viewing

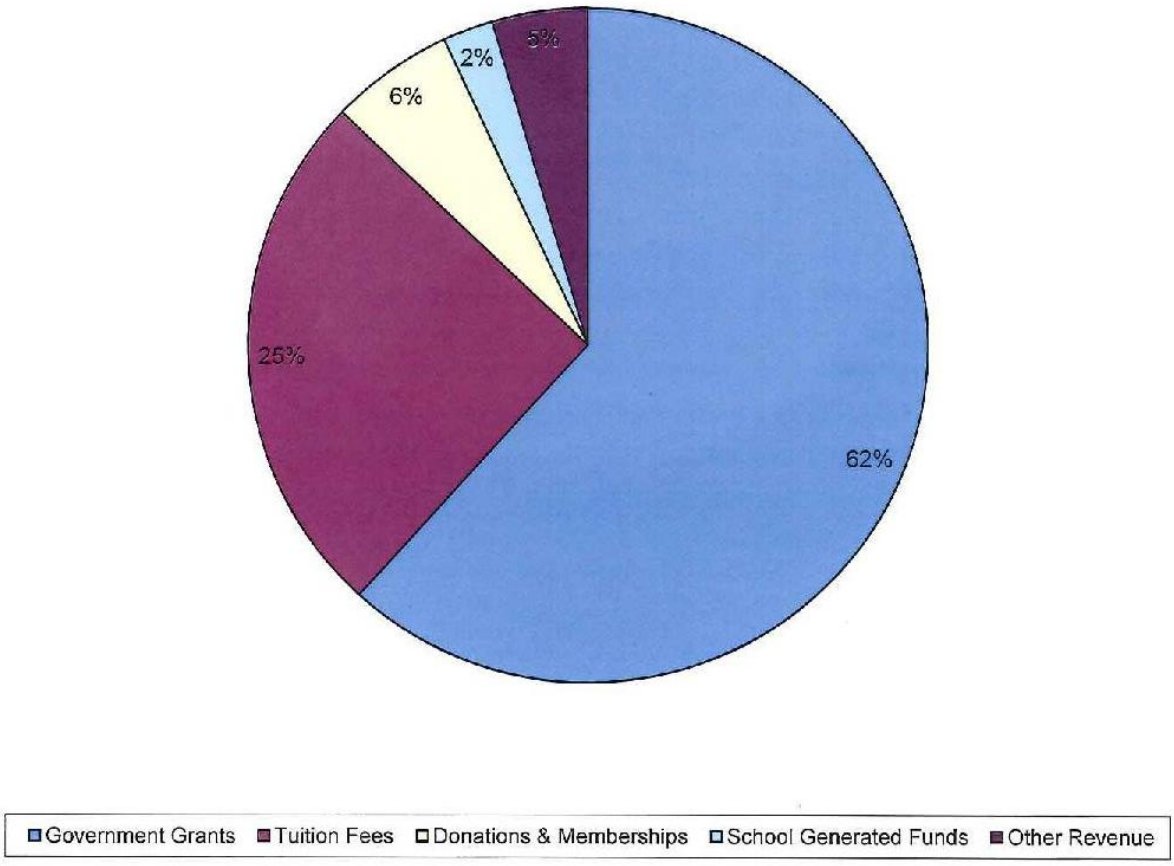
For additional financial information about Lacombe Christian School, you can contact the school's business administrator, Jack Oudman, at (403) 782 - 6531

LCS BUDGETED EXPENSES 2018-2019




LCS BUDGETED
REVENUE 2018-2019
Dollars
3000000
2500000
2000000
1500000
1000000
500000
0
ECS
Instruction 1 - 9
Operations and Maintenance
Transportation
Board and System Administration
Amortization of Capital Allocations
Series1
187831
2719250
173389
3030
8500
60000
Program
Series1

LCS Budgeted Revenue 2018-2019



LCS Information from Budget 2018/2019 (Summary)		
		%
ECS	116471	3.6
Instruction 1 - 9	1919462	59.4
Operations and Maintenance	241540	7.5
Transportation	375000	11.6
Board and System Administration	416527	12.9
Amortization of Capital Assets	160000	5.0
Total Expenses	3229000	100.0
		%
ECS	157831	5.4
Instruction 1 - 9	2719250	86.8
Operations and Maintenance	173389	5.5
Transportation	3030	0.1
Board and System Administration	8500	0.3
Amortization of Capital Allocations	60000	1.9
Total Revenue	3132000	100.0
		%
Government Grants	1933108	61.7
Tuition Fees	796320	25.4
Donations & Memberships	185368	5.9
School Generated Funds	75000	2.4
Other Revenue	142204	4.5
Total Revenue	3132000	100.0
A copy of the Budget Report 2018-2019 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		

LCS Information from: Budget 2018/2019 (Detail)		
Instruction Grades 1 to 9	1844462	
School Generated Funds	75000	
Early Childhood Services	116471	
Operations and Maintenance	241540	
Transportation	375000	
Board and System Administration	416527	
Amortization of Capital Assets	160000	
Total Expenses	**3229000**	
Instruction Grades 1 to 9	2644250	
School Generated Funds	75000	
Early Childhood Services	157831	
Operations and Maintenance	173389	
Transportation	3030	
Board and System Administration	8500	
Amortization of Capital Allocations	60000	
Total Revenue	**3132000**	
Government Grants	1933108	
Tuition Fees	796320	
Donations & Memberships	185368	
School Generated Funds	75000	
Amortization of Capital Allocations	60000	
Interest on Investments	1500	
Miscellaneous Income	80704	
Total Revenue	**3132000**	