

# **LACOMBE CHRISTIAN SCHOOL**

**2024-2025**



**Annual Education Results  
Report**

## **Accountability Statement for the Annual Education Results Report:**

The Annual Education Results Report for Lacombe Christian School for the 2024-2025 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial 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 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 2024-2025 was approved by the Board on December 8, 2025.

### **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 independent 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

Nathan Kleefman



Note: Original signed.

## **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 Woody Nook 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 465 students in P-9, 27 teachers, 13 educational assistants, a librarian, a facilities manager, a secretary, an administrative assistant, 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, Careers, 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.
9. Level B Testing

All staff members are certified by Alberta Education or have a written letter of authority from Alberta Education. The Society is also a member of Christian Schools International (CSI), Association of Independent Schools and Colleges of Alberta (AISCA) and Prairie Centre for Christian Education (PCCE). 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, Maintenance and Finance.

## ALBERTA EDUCATION SURVEY:



### Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 4392 Lacombe Christian School

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	<a href="#">Student Learning Engagement</a>	<b>86.2</b>	84.1	86.3	<b>83.9</b>	83.7	84.4	High	Maintained	Good
	<a href="#">Citizenship</a>	<b>92.3</b>	88.9	91.5	<b>79.8</b>	79.4	80.4	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	<b>81.4</b>	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	<b>87.1</b>	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	<b>82.7</b>	86.2	81.9	<b>62.5</b>	62.5	62.6	Very High	Maintained	Excellent
	<a href="#">PAT9: Excellence</a>	<b>19.0</b>	28.2	25.2	<b>15.6</b>	15.4	15.5	High	Maintained	Good
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	<b>82.0</b>	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	<b>23.0</b>	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	<b>93.9</b>	94.0	95.3	<b>87.7</b>	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	<b>94.8</b>	92.1	94.2	<b>84.4</b>	84.0	84.9	Very High	Maintained	Excellent
	<a href="#">Access to Supports and Services</a>	<b>89.6</b>	89.3	90.0	<b>80.1</b>	79.9	80.7	Very High	Maintained	Excellent
Governance	<a href="#">Parental Involvement</a>	<b>95.2</b>	93.9	93.9	<b>80.0</b>	79.5	79.1	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 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).
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 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

Overall, our school did well in the various assurance measures. We had very high and high measures in all areas. Several of the measures (Student Learning Engagement, Citizenship, Welcoming, Caring, Respectful and Safe Learning Environments, Access to Supports and Services, and Parental Involvement) saw mild to moderate improvements in results. Much of this was connected to a decrease in “Don’t Know” responses and an increase in positive responses. The PAT results continue to be strong. LCS outperformed the Provincial average of Acceptable Standard and Standard of Excellence on almost every PAT written. Our teachers continue to work hard on having students excel in the Provincially mandated curriculum.



### Supplemental Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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	54.5	52.7	52.7	n/a	n/a	n/a
Drop Out Rate	0.0	0.0	0.0	2.4	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	92.2	100.0	94.0	81.7	81.1	82.3	Very High	Maintained	Excellent
Lifelong Learning	91.0	95.0	94.2	80.8	79.9	80.4	Very High	Maintained	Excellent
Program of Studies	80.0	79.7	84.8	83.0	82.8	82.9	High	Declined	Acceptable
Program of Studies - At Risk Students	88.6	88.8	89.6	80.5	80.6	81.2	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	69.4	70.7	70.9	n/a	n/a	n/a
Safe and Caring	95.4	93.9	95.1	87.3	87.1	87.8	Very High	Maintained	Excellent
Satisfaction with Program Access	83.3	81.9	85.7	72.1	71.9	72.5	Very High	Maintained	Excellent
School Improvement	85.7	90.3	92.2	76.6	75.8	75.1	Very High	Declined Significantly	Acceptable
Transition Rate (6 yr)	n/a	n/a	n/a	59.9	60.1	60.0	n/a	n/a	n/a
Work Preparation	95.0	98.7	98.0	83.7	82.8	83.6	Very High	Declined	Good

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 Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. 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.
3. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

In the Supplemental Assurance Measures, we scored very high and high in all nine measures. Lacombe Christian continues to be dedicated to creating a safe and caring environment that encourages lifelong learning. Parents, teachers, and students all agreed that the environment at LCS is one of safety and caring: student results improved this year, as “Don’t Know” responses were replaced by positive responses. All categories of respondents were satisfied with program access at LCS, although the area of career counselling is one that we will work to improve. In-service Jurisdiction Needs of teachers dropped slightly - we plan to work on new curriculum implementation during the coming year to adjust for this. In addition, we make use of two teachers’ conventions through the Prairie Centre for Christian Education (PCCE) and the Association of Independent Schools and Colleges in Alberta (AISCA). Views on the Program of Studies improved slightly this year, but are down overall. We will be examining opportunities to include a second language, drama, and a diversity of options for students. The School

Improvement measure declined significantly this year. This is largely due to the teacher question regarding changes to the school over the past three years. We have had a number of new teachers join our school last year. This resulted in several “Don’t Know” responses to this question, which may have created a false negative. While our results for the Work Preparation measure declined this year, it remains very high. We will continue to work on training students in the attitudes and behaviours that will make them successful when they leave our school.

Our Learning Support Services is an area that we have been building up in the past two years. We have dedicated more time for a Learning Support Services Coordinator and have increased the number and hours of Educational Assistants. In addition to this, we have been working with our Education Committee and Board to help inform and educate our community on the resources we offer. We hope that this will bear fruit for the Program of Studies for At-Risk Students.

## **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 and lessons in our classrooms in various ways at age-appropriate levels. 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**

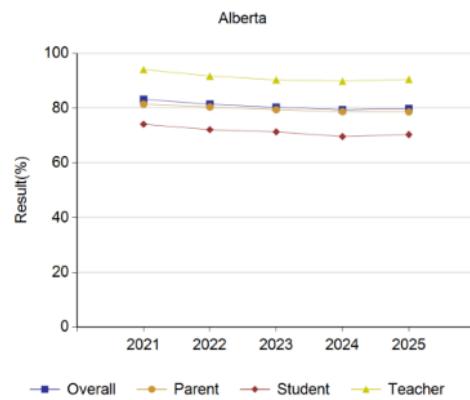
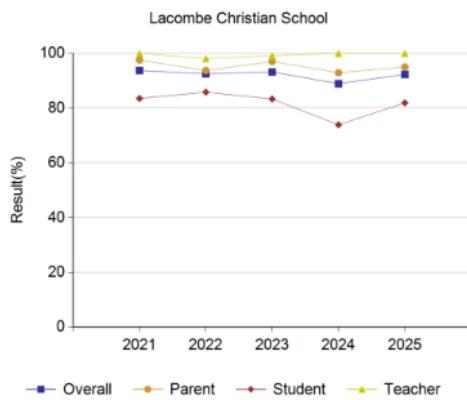
**School: 4392 Lacombe Christian School**

**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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	273	93.7	280	92.5	283	93.2	336	88.9	366	92.3	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	57	97.5	57	93.7	54	97.0	82	92.9	104	95.0	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	197	83.5	202	85.8	206	83.3	235	73.9	245	81.9	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	19	100.0	21	98.1	23	99.1	19	100.0	17	100.0	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5



**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.

- I. Overall, we had positive results this year, with a “very high” achievement across the board. Student results also improved year-over-year. In the past year, many students responded to questions with “Don’t Know”. This year, many of those were replaced by positive responses. The work continues to connect students to the mission of the school in regard to citizenship and awareness in younger grades has improved through increased communication within classes and at larger, school-based activities, such as Division chapels and assemblies.

## B.4 Safe and Caring

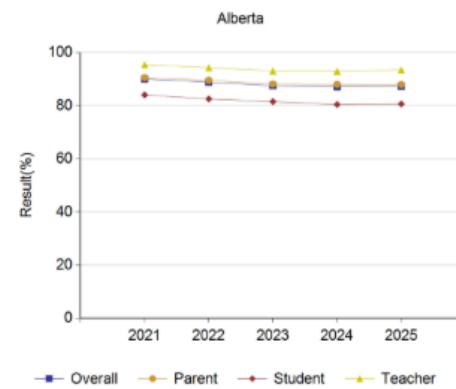
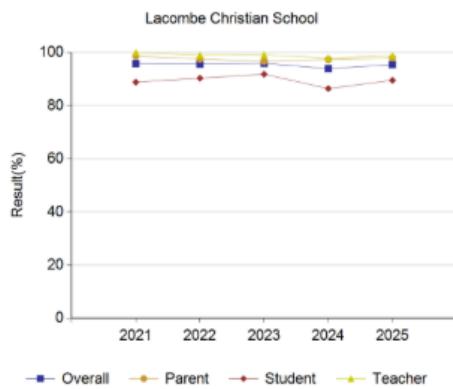
### Measure History

**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												Alberta											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	273	95.8	280	95.6	283	95.9	336	93.9	366	95.4	Very High	Maintained	Excellent	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3	
Parent	57	98.6	57	97.5	54	96.6	82	97.3	104	97.9	Very High	Maintained	Excellent	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9	
Student	197	88.8	202	90.3	206	91.8	235	86.4	245	89.5	Very High	Maintained	Excellent	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6	
Teacher	19	100.0	21	99.0	23	99.1	19	97.9	17	98.8	Very High	Maintained	Excellent	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4	



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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 improved last year because of the increased percentage of positive responses that replaced “Don’t Know” responses in the previous year. We are thankful that students are becoming more aware of the work that is being done at the school to create a safe and caring environment.

## **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-6 Science, Math and English Language Arts, 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 2024 PAT results as a guide for their review of student processes for the upcoming year.
- In the 2025/2026 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.
- We have made changes to our Learning Support 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 focused 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, prioritizing these assessments based on need.

- 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 EA support or Learning Support Room assistance. This is discussed at division-level meetings and regular communication is made among teachers, leadership and the new Learning Support Services Coordinator.
- II. Students who require 'B' Level or Psych Ed Assessments are monitored. As many assessments are done as possible, in order of priority.
- 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
	<a href="#">Student Learning Engagement</a>	86.2	84.1	86.3	83.9	83.7	84.4	High	Maintained	Good

*\*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 96-100% 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 work in engaging ways within 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**



		Lacombe Christian School								Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
<a href="#">Social Studies 6</a>	Acceptable Standard	Very High	Maintained	Excellent	47	87.2	35	82.9	50,053	64.1	59,230	67.4	
	Standard of Excellence	Very High	Maintained	Excellent	47	36.2	35	40.0	50,053	18.5	59,230	18.9	
<a href="#">English Language Arts 9</a>	Acceptable Standard	High	Maintained	Good	42	88.1	43	91.8	59,391	69.8	57,676	70.4	
	Standard of Excellence	Intermediate	Maintained	Acceptable	42	14.3	43	21.5	59,391	11.1	57,676	12.6	
<a href="#">K&amp;E English Language Arts 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6	
<a href="#">French Language Arts 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7	
<a href="#">Français 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0	
<a href="#">Mathematics 9</a>	Acceptable Standard	Intermediate	Maintained	Acceptable	42	71.4	43	73.7	58,911	51.7	57,012	53.5	
	Standard of Excellence	High	Maintained	Good	42	23.8	43	15.4	58,911	14.0	57,012	13.7	
<a href="#">K&amp;E Mathematics 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	49.7	1,891	52.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,940	11.0	1,891	10.6	
<a href="#">Science 9</a>	Acceptable Standard	Very High	Maintained	Excellent	42	88.1	42	83.5	59,453	68.6	57,692	66.9	
	Standard of Excellence	Very High	Maintained	Excellent	42	26.2	42	33.9	59,453	21.1	57,692	20.5	
<a href="#">K&amp;E Science 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9	
<a href="#">Social Studies 9</a>	Acceptable Standard	Very High	Maintained	Excellent	42	83.3	42	78.9	59,472	60.5	57,717	59.4	
	Standard of Excellence	Low	Declined Significantly	Concern	42	11.9	42	30.6	59,472	17.1	57,717	15.8	
<a href="#">K&amp;E Social Studies 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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 2020/21 to 2021/22. School years 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 wildfires 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.

We have fully adopted the online format for PATs. Overall, our students performed very well, out-performing provincial averages in 9 of the 10 categories for the assessments. Results from the chart are based on all enrolled students and include students who were excused from the assessment (those students count as "0" in these results). Our grade 9 class last year had several students with academic struggles. Despite this, they outperformed our expectations, which was wonderful to see. Our teachers are dedicated to preparing all our students for their futures. This includes exceptional preparation for assessments, like PATs, that students may need to complete.

### **3. EARLY YEARS LITERACY AND NUMERACY ASSESSMENTS**

Lacombe Christian uses 5 screening tools for K-3 Students:

1. Letter-Name-Sound (LeNS) for K-2
2. Phonological Awareness Screening Test (PAST) for K-1
3. Rapid Automatized Naming (RAN) for K-1
4. Castles and Coltheart Assessment (CC3) for 1-3
5. Numeracy for K-3

<b>Assessment</b>	<b>Grade</b>	<b>Total # of students assessed</b>	<b>Total # of students identified as “at risk” at the beginning of the school year</b>	<b>Total # of students identified as “at risk” at the end of the school year</b>
Numeracy Screening	K	47	N/A	4
Numeracy Screening	1	42	8	0
Numeracy Screening	2	42	4	0
Numeracy Screening	3	44	1	3
LeNS Assessment	K	47	N/A	4
LeNS Assessment	1	42	5	0
LeNS Assessment	2	42	2	0
PAST Assessment	K	47	N/A	0
PAST Assessment	1	42	5	N/A
RAN Assessment	K	47	N/A	9
RAN Assessment	1	42	17	N/A
CC3 Assessment	1	42	N/A	0
CC3 Assessment	2	42	0	0
CC3 Assessment	3	45	0	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 (CARC). 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 all our core programs (Social Studies, English Language Arts, Science, and Math), 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, as 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 AN ADDITIONAL LANGUAGE (EAL)**

We currently have a small population of EAL students at Lacombe Christian School. We provide EAL help as a part of our Learning Support Services Program. Our EAL students are receiving support 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

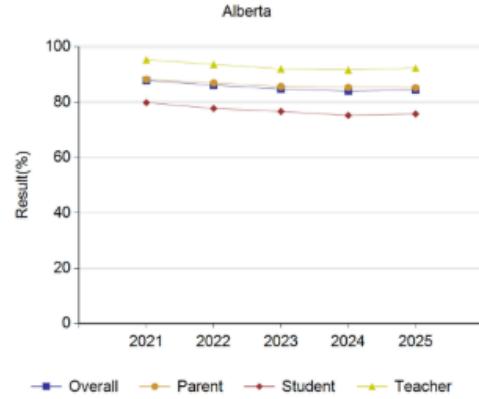
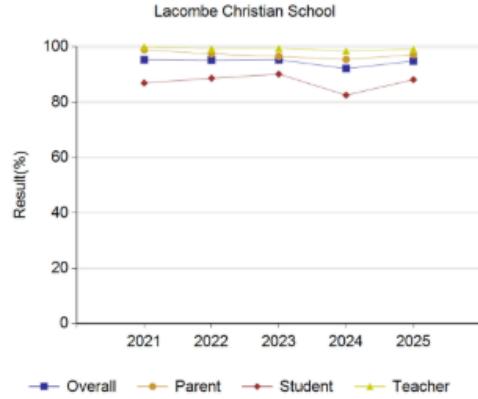
School: 4392 Lacombe Christian School

Province: Alberta

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



	Lacombe Christian School										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	273	95.3	280	95.1	283	95.3	336	92.1	366	94.8	Very High	Maintained	Excellent	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	57	98.9	57	97.4	54	96.5	82	95.4	104	97.1	Very High	Maintained	Excellent	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	197	86.9	202	88.6	206	90.1	235	82.5	245	88.1	Very High	Maintained	Excellent	169,900	79.8	187,256	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	19	100.0	21	99.3	23	99.4	19	98.5	17	99.1	Very High	Maintained	Excellent	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3



##### 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

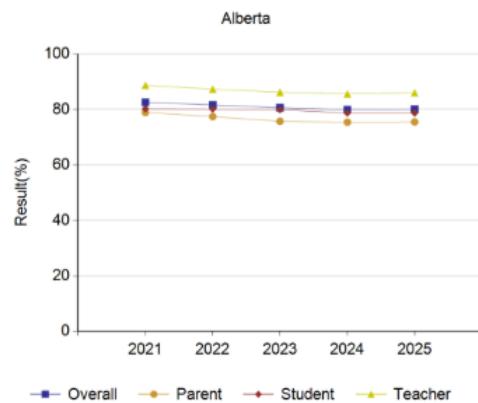
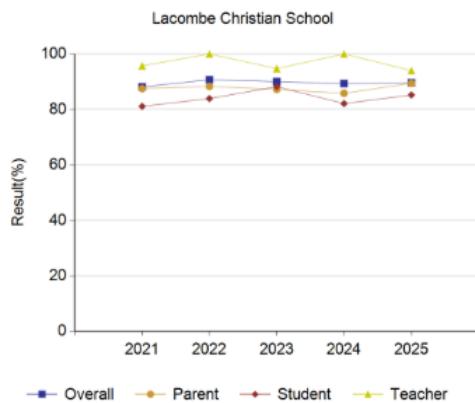
### H.1 Access to Supports and Services - Measure History

**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												Alberta											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	273	88.1	280	90.7	283	90.0	336	89.3	366	89.6	Very High	Maintained	Excellent	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1	
Parent	57	87.5	57	88.3	54	87.2	82	85.8	104	89.4	Very High	Maintained	Excellent	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5	
Student	197	81.1	202	83.9	206	88.2	235	82.1	245	85.2	High	Maintained	Good	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	
Teacher	19	95.7	21	100.0	23	94.7	19	100.0	17	94.0	Very High	Maintained	Excellent	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0	



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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, and improved from a student perspective. This was driven largely by the student responses shifting from “Don’t Know” responses to positive responses on 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 high level of success in this area and most students feel LCS is a safe and caring environment. 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 and leadership, 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.
- We have previously used a Teacher Checklist for students at-risk. This has been replaced by IPPs, where necessary. Each division also maintains a list of students of concern, so that needs can be met in a timely manner and support for teachers and students can be ongoing.
- 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, Buddy groups, 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 Learning Support Services Coordinator also serves as our on-site school counsellor, providing social/emotional support to students as needed.
- 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, where students can thrive where they are at.

## DOMAIN 4. Quality Teaching and Leadership

### 1. SURVEY RESULTS

#### A. ALBERTA EDUCATION SURVEY:

##### Teaching & Leading

###### A.4 Education Quality - Measure History

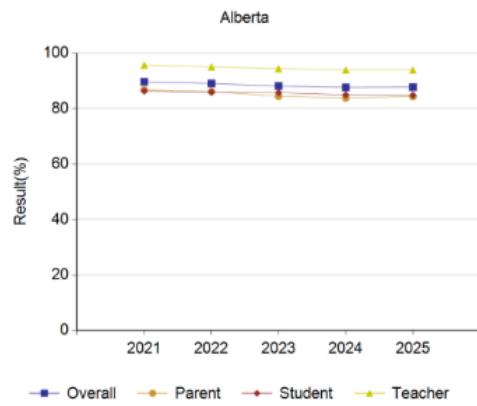
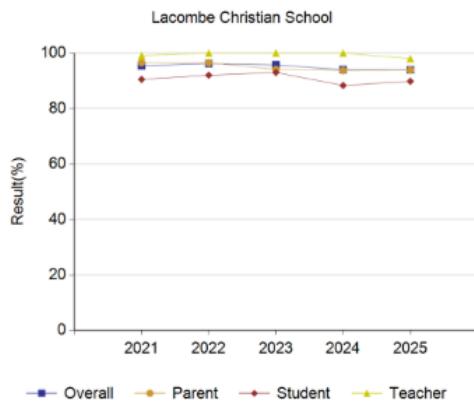
School: 4392 Lacombe Christian School

Province: Alberta

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



	Lacombe Christian School										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	272	95.4	280	96.2	283	95.7	336	94.0	367	93.9	Very High	Maintained	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	57	96.5	57	96.5	54	94.1	82	93.7	104	93.8	Very High	Maintained	Excellent	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	196	90.5	202	92.0	206	93.0	235	88.3	246	89.8	Very High	Maintained	Excellent	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	19	99.1	21	100.0	23	100.0	19	100.0	17	98.0	Very High	Maintained	Excellent	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	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 talented and qualified Teachers 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 grades and divisions on developing and implementing the new Alberta Curriculum. This year, we are also including a new program to our Health curriculum for Grades 6-9: JOMO (Joy of Missing Out) will help to create a better environment and habits relating to screen use in staff, students, and families.

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. For Grade 7-9 students, 93% thought their education was good or very good and 97% thought their teachers were good or very good at LCS. There was also improvement in student results regarding their view on the usefulness of their core subjects. However, the percentage of Grade

7-9 who found their work interesting decreased somewhat year-over-year. 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, Book Club, 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 students' responses of our annual results. There are some extra-curricular opportunities for students in these areas and we will continue to explore avenues to provide students engaging options.
- 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 2024-2025 school year is the third with our new principal. This transition and his long-term success are important for Lacombe Christian. In addition, we have maintained our enrollment after a large increase in the previous two years. Managing this increased growth and the potential for more, while maintaining our Christian mission and vision, with a safe, caring, academically robust environment continues to be an important goal moving forward.

## DOMAIN 5. Governance Responsiveness

### 1. SURVEY RESULTS

#### A. ALBERTA EDUCATION SURVEY:



##### Governance

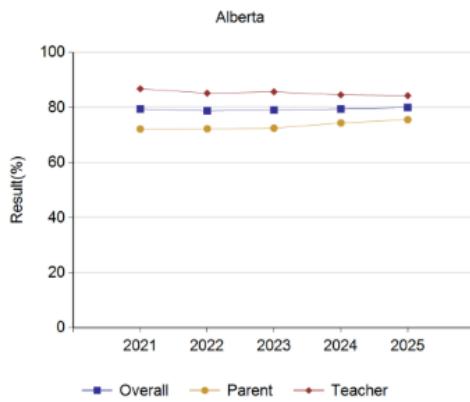
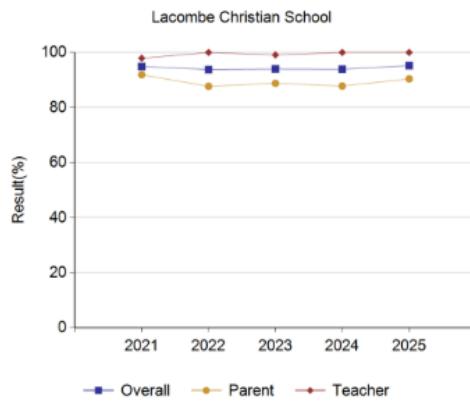
###### C.1 Parental Involvement - Measure History

**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										Alberta										
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
Overall	76	94.9	78	93.8	77	94.0	101	93.9	119	95.2	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	57	91.9	57	87.7	54	88.8	82	87.8	102	90.4	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	19	97.9	21	100.0	23	99.1	19	100.0	17	100.0	Very High	Maintained	Excellent	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. This year's response rate from parents to the AB Education survey demonstrates the involvement of parents within our society. With 102 respondents, we have surpassed our previous high and doubled our average number of responses. We are thankful for an engaged community of parents.

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 and 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. Last year, we initiated a Board PD plan, working through the book, *Mission Drift*. This year, we plan to work through the book, *The Imperfect Board Member*.
- IV. Communication through our website, Remind App, quarterly newsletters, and monthly principal's messages keep our society members informed on school events and operations. This year, we plan to create a social media profile to further connect with our school community.
- V. Members of our Board and 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, 2025. Parents will be notified that it is on our website in the November newsletter @ [www.lacs.ca](http://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.

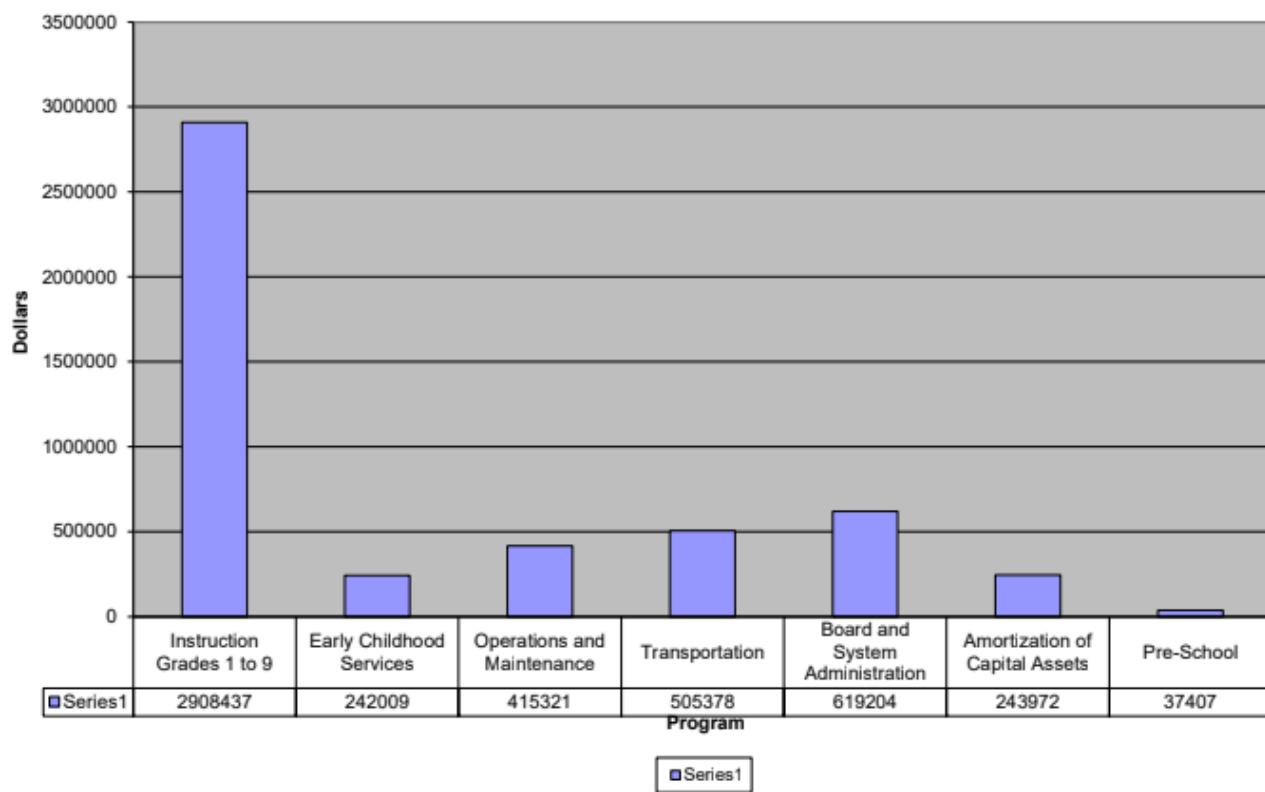
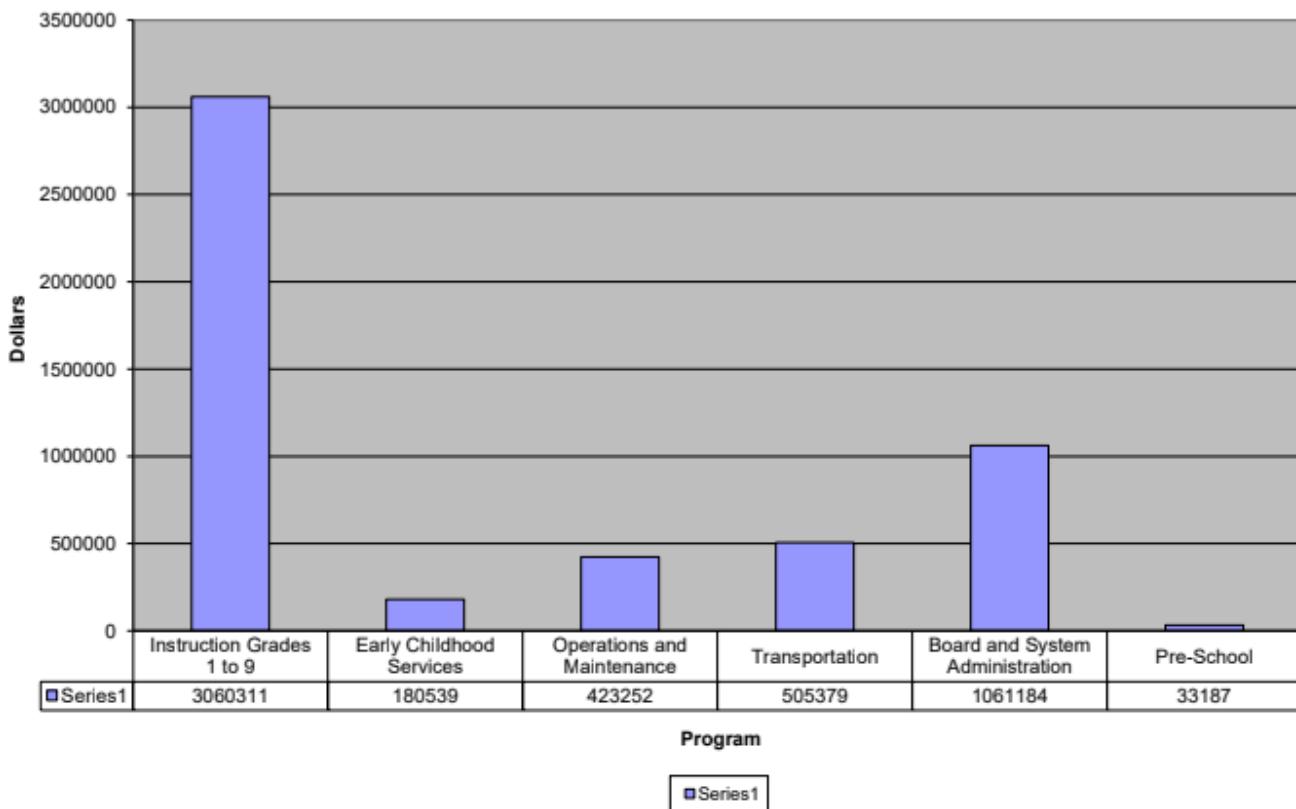
Lacombe Christian School commits that any disclosure of wrongdoing or alleged wrongdoing reported to the school's principal will be properly reviewed and investigated and then acted upon by the school, as appropriate.

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

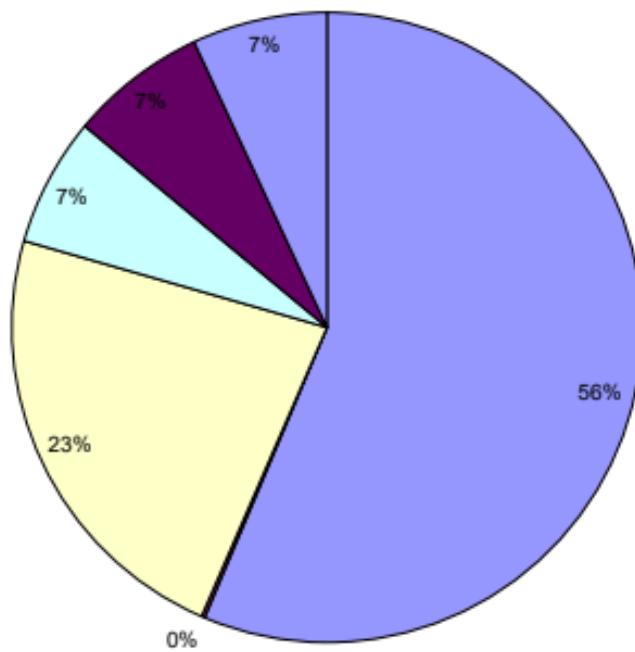
A copy of Lacombe Christian School's whistleblower policy and procedures is available:

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

In 2024-2025 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 2024-2025****LCS REVENUE 2024-2025**

LCS Revenue 2024-2025



■ Government Grants	■ First Nations, Métis & Inuit Grant	■ Tuition Fees
■ Donations & Memberships	■ Interest on Investments	■ Other Revenue

## LCS Information from Audit 2024/2025

	<b>Dollars</b>	<b>Percent</b>	<b>Budget</b>	<b>Percent</b>
<b>EXPENSES</b>				
Instruction Grades 1 to 9	2908437	58.50	2820000	58.59
Early Childhood Services	242009	4.87	147742	3.07
Operations and Maintenance	415321	8.35	373986	7.77
Transportation	505378	10.17	543000	11.28
Board and System Administration	619204	12.45	589882	12.26
Amortization of Capital Assets	243972	4.91	310000	6.44
Pre-School	37407	0.75	28593	0.59
<b>Total Expenses</b>	<b>4971728</b>	<b>100.00</b>	<b>4813203</b>	<b>100.00</b>
<b>REVENUE</b>				
Instruction Grades 1 to 9	3060311	58.14	3392146	70.56
Early Childhood Services	180539	3.43	177154	3.68
Operations and Maintenance	423252	8.04	246180	5.12
Transportation	505379	9.60	394815	8.21
Board and System Administration	1061184	20.16	539777	11.23
Pre-School	33187	0.63	57428	1.19
<b>Total Revenue</b>	<b>5263852</b>	<b>100.00</b>	<b>4807500</b>	<b>100.00</b>
Government Grants	2966548	56.36	2990914	62.21
First Nations, Métis & Inuit Grant	8954	0.17	0	0.00
Tuition Fees	1205901	22.91	1254278	26.09
Donations & Memberships	347654	6.60	357000	7.43
Interest on Investments	369931	7.03	0	0.00
Other Revenue	364864	6.93	205308	4.27
<b>Total Revenue</b>	<b>5263852</b>	<b>100.00</b>	<b>4807500</b>	<b>100.00</b>

**Statement of Cash Flow 2024/2025**

Cash on September 1, 2024	<b>\$373,927.00</b>
Operating Activity	(\$14,380.00)
Investing Activity	(\$211,023.00)
Financing Activity	\$110,428.00
Cash on August 31, 2025	<b>\$258,952.00</b>

**Balance Sheet on August 31, 2025**

Current Assets	\$423,460.00
School Generated Assets	\$10,677.00
Capital Assets	\$3,846,189.00
<b>Total Assets</b>	<b>\$4,280,326.00</b>
Current Liabilities	\$250,428.00
Long Term Liabilities	\$3,739,082.00
<b>Total Liabilities</b>	<b>\$3,989,510.00</b>
Total Operating Surplus (Deficit)	\$243,979.00
Total Capital Funds	\$46,837.00
<b>Total Net Assets</b>	<b>\$290,816.00</b>
<b>TOTAL LIABILITIES &amp; NET ASSETS</b>	<b>\$4,280,326.00</b>

A copy of the Audited Financial Statement for 2024/2025 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](mailto:business@lacs.ca)