

3-Year Education Plan for Hillcrest Christian School May 2020

Accountability Statement

The Three-Year Education Plan commencing September 1, 2020 for **Hillcrest Christian School Society** was prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this Three-Year Education Plan for 2021/2023 on May 26, 2020.

Sharon Ambros
Board Chair

Preamble

It is the hope of every educational institution to grant the opportunity to every child to succeed. The difficulty in making this a viable reality in today's context is the fast pace of education, society's demand for results, fiscal and physical restraints all coupled with the incredible uniqueness of every child.

This uniqueness in each child is represented via the context of a blend of familial world views, financial situations, the place the family holds in society, the child's experiences, as well as the child's mental, intellectual and physical abilities. All of this has been processed by the child to create an individual that comes to the world of education with hopes, dreams and potential unique to themselves.

It is the goal of Hillcrest Christian School to give each child the opportunity, encouragement and resources needed to help them on this road to discover their God given gifts, abilities, and potential in an environment of flexibility in schedule, pace, and programing. Hillcrest is committed to the whole child. This encompasses the academic, physical, emotional and spiritual aspects of each child.

Foundation Statements

Vision

- To increase the quality and diversity of our program using a Biblical worldview as a framework in order to help prepare students for society's demands.
- To foster interest and provide training in the arts.
- To develop peer leadership training opportunities so that students are prepared to participate positively in their communities.
- To give our teachers opportunities and support for further training through seminars, etc.
- To develop in the students a keen interest and joy in learning.
- To continue to develop an atmosphere, in the school in general and in the individual classrooms, conducive to learning.
- To ensure open communication between parents/guardians and school administration/teachers regarding all aspects concerning students (course progress, discipline, goals).
- To ensure that parents and society members have access to school information.

Mission

To set and maintain the highest level of professional, ethical, and educational standards for the students while granting them the opportunity to better understand the Christian faith and learn to live it out in their daily lives.

Principles

- Students are responsible for participating in the achievement of their educational success.
- Teachers provide opportunities for all students to acquire strong reading, writing, and math skills with which to develop critical thinking and self-directed learning.
- Teachers must endeavor to be exemplary role models in lifestyle, attitude, conduct, and life-long learning.
- Students are entitled to a safe, secure, and caring learning environment where each individual is respected and valued.
- Education, incorporating a Biblical worldview, is an important building block in a student's development.
- The education process involves providing our society with creative critical thinkers and problem solvers, who are prepared with a strong moral base to participate in the world of

- work, postsecondary studies, life-long learning, and citizenship.
- In striving for quality educational programs, six dimensions of student development are considered: social, physical, intellectual, cultural, emotional, and spiritual.
 - All students are challenged to learn and achieve through high learning expectations.
 - The success of students is the shared responsibility of students, parents, school, church, community, and government.
 - Parents have opportunities for involvement in important decisions about their children's education.
 - All those responsible for decisions about education, including the expenditure of government education funds, school fees, fund raising monies, and donations are accountable to HCS society members and Alberta Education.

A Profile of the School Authority

Hillcrest Christian School had its beginnings as an outgrowth of an intentional Christian community. Since those early days of serving its own community, the school has become a center of education for a number of families. This includes both parents and children who do not necessarily adhere to the Christian faith but believe that the values held within the school system provide a healthy environment for their children. Parental feedback over the years indicates that we have a niche in our community as a school that provides support for students struggling emotionally and/or academically, by ensuring a low student to teacher ratio and a strong emphasis on Biblically based character development. The staff also attempts to address student issues on an individual basis by providing extra support when needed in conjunction with the students' parents. Some of these students, when ready, move back into the public system, while others prefer to remain in the school. We are glad to be able to offer this support to the families in the Grande Prairie area.

Our enrolment fluctuates between 55 and 70 students, from kindergarten to grade twelve. We offer the Alberta Education Program of Studies, including Physical Education, Music, Art, Drama, and Dance, as well as CTS courses and Work Experience.

Our student body consists of a wide range of academic, emotional, and social abilities. Our focus on student leadership and character development helps the students learn how to reach out to individuals first within the school community and then beyond. For those students who struggle, the staff attempts to address these problems and provide support where possible on an on-going basis.

We encourage our staff and students to attempt to live by the teachings of the Scriptures. This allows us to work towards fulfilling one of the most important aspects of our mission; that of offering Christ's love to students through the way that teachers teach and deal with conflicts that arise with the students. To be patient, accepting, encouraging, and giving of unconditional love while remaining firm in our expectations of the students and fellow colleagues, is an ongoing challenge that we work diligently to meet.

Student Growth and Achievement

Student growth and achievement can be analyzed both subjectively as well as analytically. Analytical evaluation is fairly easily determined as it can be verified by numbers. Subjective growth is more difficult to measure as it reflects changes in a student or student body that reflect in increasing scale of maturation of intellect and character. Both growth and achievement are an important part of the education of the child, but it must not be assumed that academic achievement necessarily reflects growth, nor is the opposite true.

Summative Assessment is measured using a variety of tools such as PAT’s, diploma examinations, MIPI’s, an ELA evaluation tool, and regular in-class assignments. Students and parents use feedback from these ongoing assessments to reflect on progress, identify strengths and areas of need, and set learning goals. Additionally, literacy and numeracy skills are reported to stakeholders at the school’s biannual society meeting in which parents, students and community members are welcome. Regularly communicating summative assessment results with stakeholders is an important aspect of school accountability and assurance.

Student Achievement

Due to the small numbers of student’s, discrepancies in the student’s achievement is difficult to measure and set targets on a yearly basis with only one measuring tool. Hillcrest utilizes the Mathematics Intervention/ Programming Instrument (MIPI) for grades 1-9, and our own English Language Arts (ELA) evaluation tool for the elementary. The ELA evaluation tool is based on several different standard evaluation tools that track phonemic awareness, spelling and vocabulary, grammar, and reading and comprehension. These tools along with the PAT’s and Diploma results give a better and more rounded picture of learning at Hillcrest.

Results and Targets for Mathematics Intervention/ Programming Instrument (MIPI)				
	Actual Results	Target	Target	Target
Elementary	2019	2021	2022	2023
Percentage at grade level is equal to or greater than 75%	80.2%	82.0%	84.0%	85.0%
Percentage below grade level, less than 75%	19.8%	18.0%	16.0%	15.0%
Students who achieved 50% or higher	91.5%	92.0%	92.0%	93.0%
Jr High	2019	2021	2022	2023
Percentage at grade level is equal to or greater than 75%	50.0%	55.0%	60.0%	63.0%
Percentage below grade level, less than 75%	50.0%	55.0%	60.0%	65.0%
Students who achieved 50% or higher	91.7%	92.0%	93.0%	93.0%

2019 Overall MIPI Results	
65.1%	Overall percentage of students at grade level, 75% or higher
91.6%	Overall percentage of students who achieved 50% or higher

Math

2019 is the first year we implemented the MIPI examinations for grades one to nine and that has given us the baseline for developing targets for the next 3 years. The Math Intervention Programing Instrument (MIPI) chart shows how the grade one to grade nines fared on the MIPI. While the percentage of students who passed was very high we set an acceptable standard of 75%. This is due to our understanding that strong math skills at the lower grade levels translate to strong math skills at the higher level. Thus, by setting a high standard it is our hope to accurately track the mathematical abilities of our students.

Results and Targets for Lower & Upper Elementary ELA					2019 Overall ELA Results	
	Actual Results	Target	Target	Target		
Lower Elementary	2019	2021	2022	2023		
Percentage of students at grade level, 100% or greater	n/a	40.0%	43.0%	47.0%	n/a	
Percentage developing grade level, 75 - 100%.	n/a	40.0%	41.0%	45.0%		
Emerging students who achieved 0 - 50%.	n/a	20.0%	16.0%	8.0%		
Upper Elementary	2019	2021	2022	2023	n/a	
Percentage of students at grade level, 100% or greater	n/a	40.0%	43.0%	47.0%		
Percentage developing grade level, 75 - 100%.	n/a	40.0%	41.0%	45.0%		
Emerging students who achieved 0 - 50%.	n/a	20.0%	16.0%	8.0%		
Mastered students meet or exceed HCS grade level standards				100% or greater		
Developing students are not meeting HCS grade level standards				75-100%		
Emerging students show minimal ability to meet requirements				0-75%		

ELA

Our English program was standardized and implemented several years ago. Student literacy is evaluated throughout the year at the elementary level. The ELA evaluation tool is based on several different standard evaluations that track phonemic awareness, spelling and vocabulary, grammar, and reading and comprehension. This program has taken some time to develop and implement with consistency throughout the elementary grades. 2020 would have been the first year we would have been able to produce an accurate baseline for ELA. However due to the COVID-19 situation we were unable to accomplish this. The 3-year targets are based on what the teachers were experiencing within the class rooms as viable goals for the upcoming years.

Provincial Achievement Test Results

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.1	68.8	*	57.1	82.5	High	Maintained	Good	58.3	69.2	75
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.6	18.8	*	0.0	25.0	High	Maintained	Good	33.3	15.4	25

Provincial Achievement Test Results Hillcrest Christian School 3-year average

PAT Results	2016	2017	2018	2019	3 yr average
Acceptable	68.8	*	57.1	82.5	69.5
Excellence	18.8	*	0	25	14.6

Diploma Exams and High School Data

Performance Measure				
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	Percentage of students writing four or more diploma exams within three years of entering Grade 10.	Drop Out Rate - annual dropout rate of students aged 14 to 18
n/a	n/a	n/a	n/a	n/a

The above charts are a snapshot of our current academic outcomes and the targets we hope to achieve in the following years. It is a difficult thing to set targets when the physical aspect of education has been cancelled for almost a quarter of the year and learning has gone to online in which the educator has no control over the lesson once it has been delivered.

PAT's

The 2020 target which is not shown here drops by 24% which means that if the target is correct, we will again be flagged as very low with concern. While being a good measuring tool for how our students compare to others in the province, it is a simple fact that PAT's do not account for the discrepancies associated with small numbers and varied students. We do not have sufficient numbers to stop the pendulum from swinging between the highs and lows. In 2017 the number of PAT's written was so small it couldn't be published. Add to that a specific student population of non-coded special needs students who write PAT's, and the strengths and weaknesses of certain class groups causes a wide variance from year to year over which we have no control.

Learning Supports

There are a number of strategies implemented to help us meet the projected student achievement targets.

- Variety of programing for core subjects.
- Students lean at individual ability level not grade level.
 - Differentiate instruction so struggling students will be challenged to achieve levels consistent with their abilities.
 - Differentiate instruction so exceptional students will be challenged to achieve levels consistent with their abilities.
 - While students remain in age appropriate grade levels, academic work is differentiated to allow for the student to succeed at their ability level, whether it is above or below the average grade level.
- Small student to teacher ratio.
- Aide assistance for the most vulnerable students whether it be academic, emotional or behavioral.
- Flexible scheduling for health or artistic pursuits.
 - In collaboration with parents create and allow for students who have mental or physical health issues to take time during the school day to have these issues addressed.
 - In collaboration with parents create time for students to pursue artistic pathways outside of the classroom that the school does not offer.
- PAT practice.
- Find ways of motivating students to see test taking abilities as an important skill in their educational and personal tool box. While this strategy lends itself to the acceptable level, we are hoping it will also have a strong impact on our excellent level.
- Increase the teaching of analytical and problem-solving skills in core subjects.
- Use a 3-year average to measure PAT results and analyze outcomes to develop targeted areas.
- Use actual numbers from students writing - not cohort numbers - to assess our yearly outcomes.
- Discuss dramatic changes in results to diagnose variances in outcomes so an understanding of discrepancies can be highlighted and solutions sought.
- Individually assess students to help guide forthcoming changes as a result of disproportionate discrepancies so learners' improvement is not compromised.

First Nations, Métis, and Inuit Students

While we have no data due to small numbers, Hillcrest Christian School has taken steps to integrate FNMI education into the school.

Learning Supports

- Administration as well as a Board member and staff have taken part in the Commitment to Action seminars provided by AISCA in conjunction with the National Centre for Truth and Reconciliation from the University of Manitoba.
- Inviting First Nations elders and community member to teach staff and students FNMI history, traditions and pertinent ongoing issues.

- Working with foster parents in conjunction with Child and Family services to ensure success for individual students through their Success in Schools Program.
- Incorporating the area's rich First Nations' heritage into the different educational aspects of the school's program.

Accountability Pillar

This is the first year HCS has had Accountability Pillar results through Alberta Education. For this reason, the report has placed here with the only comment being that the results are overwhelmingly positive. Because we have nothing to compare these numbers to, our own surveys will remain in this year's three-year plan as results from 2019 and targets for the following three years. This will be amended and updated in next year's three-year plan. All the comments in the HCS survey questions are applicable to the Accountability Pillar Overall Summary report.

Accountability Pillar Overall Summary 3-Year Plan - May 2020 School: 1194 Hillcrest Christian School



Measure Category	Measure	Hillcrest 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
Safe and Caring Schools	Safe and Caring	97.3	n/a	n/a	89.4	89.0	89.2	Very High	n/a	n/a
Student Learning Opportunities	Program of Studies	89.0	n/a	n/a	82.4	82.2	82.0	Very High	n/a	n/a
	Education Quality	97.7	n/a	n/a	90.3	90.2	90.1	Very High	n/a	n/a
	Drop Out Rate	0.0	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	*	*	n/a	79.7	79.1	78.4	*	*	*
	PAT: Acceptable	82.5	57.1	62.9	73.6	73.6	73.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Excellence	25.0	0.0	9.4	20.6	19.9	19.6	High	Maintained	Good
	Diploma: Acceptable	*	*	n/a	83.6	83.7	83.1	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	*	*	n/a	24.0	24.2	22.5	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	56.4	56.3	55.6	*	*	*
	Rutherford Scholarship Eligibility Rate	*	*	n/a	66.6	64.8	63.5	*	*	*
	Transition Rate (6 yr)	*	n/a	n/a	60.1	59.0	58.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	100.0	n/a	n/a	84.1	83.0	82.7	Very High	n/a	n/a
	Citizenship	94.2	n/a	n/a	83.3	82.9	83.2	Very High	n/a	n/a
Parental Involvement	Parental Involvement	98.8	n/a	n/a	81.8	81.3	81.2	Very High	n/a	n/a
Continuous Improvement	School Improvement	92.4	n/a	n/a	81.5	81.0	80.9	Very High	n/a	n/a

Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
 4. 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
 7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 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.
 10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Student Growth

HCS Parent Survey Questions	Chosen Response	Results in Percentage			
		2019	2021	2022	2023
To what extent do you agree that teachers care about your child?	Strongly Agree	93	93	93	93
	Agree	7	7	7	7
	Disagree	0	0	0	0
To what extent do you agree that students treat each other well at school?	Strongly Agree	29	35	40	45
	Agree	71	65	60	55
	Don't Know	0	0	0	0
To what extent do you agree that when your child needs it, teachers are available to help him or her?	Strongly Agree	71	71	71	71
	Agree	28	28	28	28

HCS Student Survey Questions	Chosen Response	Results in Percentage			
		2019	2021	2022	2023
At school, are you encouraged to try your best?	Agree	100	100	100	100
	Neutral	0	0	0	0
	Disagree	0	0	0	0
When I need it, teachers at my school are available to help me.	Agree	93	93	93	93
	Neutral	7	7	7	7
	Disagree	0	0	0	0
At school, do most students respect each other?	Agree	33	40	45	50
	Neutral	60	60	55	50
	Poor	0	0	0	0
At school, I am encouraged to get involved in activities that help people in my community.	Strongly Agree	40	40	40	40
	Agree	60	60	60	60
	Strongly disagree	0	0	0	0
	Don't Know	20	15	10	5

HCS Teacher Survey Questions	Chosen Response	Results in Percentage			
		2019	2021	2022	2023
Teachers at your school care about their students.	Strongly Agree	100	100	100	100
	Agree				
Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime	Very Satisfied	71	71	71	71
	Satisfied	29	29	29	29
Students at your school are taught attitudes and behaviors to be successful at work when they leave school.	Very Satisfied	71	71	71	71
	Satisfied	29	29	29	29
Students at your school help each other when they can.	Agree	100	100	100	100
Students at your school respect each other.	Agree	100	100	100	100
Students are encouraged at your school to be involved in activities that help the community.	Strongly Agree	57	57	57	57
	Agree	43	43	43	43
Students can get help at your school with problems that are not related to school work.	Strongly Agree	100	100	100	100
	Agree				

Student Growth Comments

It's difficult to imagine setting targets to increase most of these outcomes. Aside from the subjective nature of the questions which allow for a wide range of interpretation, the student response to the first three questions does raise some concerns. The strategies we've put in place to address these concerns are there to help students learn how to be respectful to others in the school community. However, education is competing with an increasingly digitally connected world that allows students to disconnect on a personal level.

Learning Supports

- All learning does not happen in the confines of the classroom. Allowing for flexible scheduling for health or artistic pursuits promotes student growth.
 - In collaboration with parents create and allow for students who have mental or physical health issues to take time during the school day to have these issues addressed.
 - In collaboration with parents create time for students to pursue artistic pathways outside of the classroom that the school does not offer.
- High teacher parent interaction while parents drop off and pick up children as there is no bussing.
- Teach and model proper respect for colleagues and students to increase the respect students show to each other.

Teaching and Leading:

HCS Parent Survey Questions	Chosen Response	Results in Percentage			
		2019	2021	2022	2023
How satisfied are you with the quality of education at the school?	Very Satisfied	71	75	77	80
	Satisfied	29	25	23	20
How satisfied are you with the quality of teaching at the school?	Very Satisfied	86	86	86	86
	Satisfied	14	14	14	14
To what extent do you agree that teachers care about your child?	Strongly Agree	93	93	93	93
	Agree	7	7	7	7
	Disagree	0	0	0	0
To what extent do you agree that your child can get help with problems that are not related to school work?	Strongly Agree	93	93	93	93
	Agree	7	7	7	7
	Don't Know	0	0	0	0
To what extent do you agree that when your child needs it, teachers are available to help him or her?	Strongly Agree	71	75	77	80
	Agree	29	25	23	20
How many years has your child attended Hillcrest Christian School?	4 yrs or more	71	71	71	71
	2-4 yrs	21	21	21	21
	1-2 yrs	8	8	8	8

HCS Student Survey Questions	Chosen Response	Results in Percentage			
		2019	2021	2022	2023
At school, are you encouraged to try your best?	Agree	100	100	100	100
	Neutral	0	0	0	0
	Disagree	0	0	0	0
When I need it, teachers at my school are available to help me.	Agree	93	93	93	93
	Neutral	7	7	7	7
	Disagree	0	0	0	0
Overall the education you are receiving at this school is;	Very Good	60	60	60	60
	Good	40	40	40	40
	Poor	0	0	0	0
How would you rate the quality of teaching at your school?	Very Good	47	55	60	65
	Good	47	40	35	30
	Poor	6	5	5	5
My school work is challenging	Strongly Agree	27	35	40	45
	Agree	47	45	45	45
	Disagree	0	0	0	0
	Don't Know	26	20	15	10

Teaching and Leading Comments

The data collected can be subjective in the sense that the questions relating to citizenship and work preparation can be interpreted by the responder through their worldview lens. Analysis of our parent and student results show that while the numbers have moved a little, the response is still very positive. With 70% of the parents enrolling their child/ren in the school for 4 or more years, the implication is that there is a strong sense that they approve of the programming. It would appear that there may be other issues to pursue for the 26% of students who have no idea if their school work is challenging.

Learning Supports

- Through school wide events that promote positive interaction between all grade levels.
- As students mature, the higher-grade levels are given supervised responsibility while interacting with younger students at these events.
- Teach the Volunteerism CTS courses at the Jr. Sr. High levels.
- As a small school, supervised lunch recess allows all students to interact at various grade levels.
- Parents and alumni are recruited and encouraged to participate in school activities and celebrations in order to model effective citizenship.
- Commitment to ongoing professional development.
- Staff retreat to help create an atmosphere of unity and continuity within the staff.

Governance

HCS Parent Survey Questions	Chosen Response	Results in Percentage			
		2019	2021	2022	2023
How satisfied are you with the opportunity to be involved in the decisions about your child's education?	Very Satisfied	71	75	77	80
	Satisfied	29	25	23	20
How satisfied are you with the opportunity to be involved in the decisions at your child's school?	Very Satisfied	86	86	86	86
	Satisfied	14	14	14	14
	Don't Know	0	0	0	0
How many years has your child attended Hillcrest Christian School?	4 yrs or more	71	71	71	71
	2-4 yrs	21	21	21	21
	1-2 yrs	8	8	8	8

HCS Student Survey Questions	Chosen Response	Results in Percentage			
		2019	2021	2022	2023
Can you get help at your school with problems that are not about your school work?	Agree	80	80	80	80
	Neutral	13	13	13	13
	Disagree	7	7	7	7

HCS Teacher Survey Questions	Chosen Response	Results in Percentage			
		2019	2021	2022	2023
With the opportunity for parents or guardians to be involved in decisions about their children's education?	Very Satisfied	86	86	86	86
	Satisfied	14	14	14	14

Governance Comments

The parent responses to this survey question aren't surprising as we are an independent school that charges tuition. In a landscape of educational choice where parents are consumers, the fact that they continue to choose our 'product' is a testament as to how they view the school, teachers, and school authority leaders.

The school is a member of AISCA, who is an important source of consultation and collaboration, informing leadership (school administration and board members) of best practices, networking, and professional development. AISCA continues to be an essential source of assurance. Through accountability and training AISCA expands the school's capacity for professionalism within our governance.

Learning Supports

- Alberta Education oversees our operations on an annual basis as well as carries out periodic in-depth school audits of our operations.
- The school's Board is comprised of parents and community members.
- The school board has two annual meetings per year which are regularly attended by the following stakeholder groups:
 - Parents
 - Students
 - Staff
 - Alumni
 - Community Members
- The meetings share information regarding school operations as well as continuing and newly implemented programs. Information is also shared regarding the school's relationship with Alberta Education, the results of the last year's academic reports, along with a look at the future. Stakeholders are consulted, and feedback is sought on major school decisions and direction setting. Our recent move to Level 2 status is one such example of stakeholder feedback influencing school policy. This is a demonstration of assurance in action.
- Teachers are required to attend the school's three-day seminar where focus is on pertinent topics that encompass the educational needs we have in the school. Topics have included brain research, attachment disorder and most recently how to help students find a place of inner rest in this increasingly fast paced society. Sessions are led by a psychologist.
- Teachers are encouraged to attend sessions within the region that promote solutions and/or have helpful information that pertains to particular areas of need or interest within their classrooms.
- The interest and needs of the students along with input from parents is used to help design and fine tune new programs like the Impact Program.
- Teachers are encouraged to collaborate with other schools for programs that they may integrate with, or view as a possibility for implementation in our setting.
- Parents are very involved with their child's education. The school does not have bussing. This is an opportunity of consistent and immediate feedback, as parents drop off and pick up their children.
- Parents with children struggling academically or otherwise are viewed as a resource, whose feedback and participation are essential tools in implementing positive change.
- Because we do not advertise, many of our new families come from parent referrals, indicating that the school parents are pleased with teachers, school leaders, and school authority leaders.
- Parents, the major stakeholders, are regularly involved in school activities via extracurricular school events. As experts in their various fields, parents are utilized in classes as support roles. As another form of assurance, this gives parents an in-depth and intimate view of the school, individual classes, and student/teacher interactions.

Local and Societal Context

HCS Parent Survey Questions	Chosen Response	Results in Percentage			
		2019	2021	2022	2023
To what extent do you agree that your child is encouraged at school to be involved in activities that help the community?	Strongly Agree	79	83	85	87
	Agree	14	14	14	14
	Don't Know	7	5	3	2
How many years has your child attended Hillcrest Christian School?	4 yrs or more	71	71	71	71
	2-4 yrs	21	21	21	21
	1-2 yrs	8	8	8	8

HCS Student Survey Questions	Chosen Response	Results in Percentage			
		2019	2021	2022	2023
At school, I am encouraged to get involved in activities that help people in my community.	Agree	60	65	70	75
	Strongly disagree	0	0	0	0
	Strongly Agree	40	35	40	45

HCS Teacher Survey Questions	Chosen Response	Results in Percentage			
		2019	2021	2022	2023
With the opportunity for parents or guardians to be involved in decisions about their children's education?	Very Satisfied	86	86	86	86
	Satisfied	14	14	14	14
Students are encouraged at your school to be involved in activities that help the community?	Strongly Agree	57	57	57	57
	Agree	43	43	43	43

Local and Societal Context Comments and Learning Supports

It is difficult to get a good picture of exactly how the school interacts with the school community as well as the community of Grande Prairie through a survey. The numbers report that those who've responded feel we do a good job. These are the people that drop off their children every day, attend the Christmas and End of Year programs and have a lot of interaction with the school community throughout the year. This also includes parent volunteers, as well as parent experts who assist with some of the optional classes.

In the greater community, the school reaches out to use venues like the climbing wall at the college, the indoor soccer pitches, and a host of other community venues to meet the requirements for our Jr/Sr high PE class and will continue to do so for the coming years.

In order to have the students who participate in the Arts experience real time feedback, there is a commitment to reach out to other schools, assisted living complexes and other venues to bring a display of their craft. This leads to personal interactions with the greater community.

Through our CTS courses which include volunteerism, intentional plans are made to reach out to the community to make a positive impact in our immediate surroundings. This includes partnerships and collaborations with organizations such as the Duke of Edinburgh Award and the Heart and Stroke Foundation. Students also participate in local choir groups on an on-going basis. Opportunities for student participation in community scholastic events like the Northern Alberta Three act Play or Fairview Colleges Trades Apprenticeship tryouts are a few of the things that help extend the students' outlook and participation in other educational events.

These relationships are important as they expand our capacity as a school to be a part of the community and enrich student experience. We receive positive feedback from these various groups

and the school is not only welcomed back but many organizations request future interactions with the school. Interactions between the school and these organizations are one way the school demonstrates assurance with our broader community stakeholders.

For the staff there is in-house professional development. Staff also have a fund they can draw from for professional development that they feel will strengthen them as individuals, this would include educators from programs and professional development offered by other venues. Staff collaboration with colleagues in other schools and school districts is also encouraged.

Budget and IMR Link

<https://www.hcsgp.ca/>